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**Junior High School**  
*Curriculum Guide*  
*for*  
**LITERATURE**

**PROVINCE OF ALBERTA**  
**Department of Education**  
**1951**

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*Curriculum Guide for  
Junior High School*

LITERATURE

*for*

Grades VII, VIII and IX

EDMONTON, ALBERTA

September, 1951



## Foreword

With the introduction of new text-books in Literature for Grades VII, VIII and IX, it is appropriate that the place and function of literature in the Alberta junior high school program be re-examined. Henceforth literature will normally occupy three to four of the forty periods in the instructional week. However, although it is no longer to be fused with the language program, literature is not to be considered an isolated subject. It should be correlated with other curriculum areas, especially those of social studies, art, music, health and personal development, developmental reading, the creative aspects of language training, and even oral French. The literature program must also contribute to the four fundamental objectives of Alberta secondary education: Personal development, growth in family living, growth in competence towards citizenship, and occupational preparation. The purpose of this Curriculum Guide is to indicate the content and objectives of the junior high school program, and the methods of achieving them.



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## Acknowledgment

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## CHAPTER I

# Content and Objectives of Junior High School Literature Program

### THE TEXT-BOOKS

The student texts authorized for Alberta junior high school grades, beginning in September, 1951, are those of the *Prose and Poetry for Canadians* series. These are:

Grade VII. *Prose and Poetry Journeys.*

Grade VIII. *Prose and Poetry Adventures.*

Grade IX. *Prose and Poetry for Enjoyment.*

These books are accompanied by a teachers' manual and guide-book, entitled *Landmarks*, which is authorized for teacher use.

For a transitional period, schools may continue using the text-books authorized for the school year 1949-1950 and previously.

### THE GRADES VII-VIII CYCLE

Small schools in which Grades VII and VIII are combined for instruction in literature should offer the Grade VIII program in 1951-1952 and in alternate years thereafter. In 1952-1953 and in alternate years thereafter they should offer the Grade VII program. *It is not permissible to cycle Grade IX literature with the literature program of the other two junior high school grades.*

### CONTENT OF THE PROGRAM

The text-book for any one grade is not to be considered as constituting the literature program for that grade. Each volume of the series contains in the neighbourhood of one hundred selections, and therefore includes more material than most classes can be expected to study in a single school year. It is intended that pupils and teachers will be able to exercise some choice in the selections to be studied. Even in any one class, it is not necessary that all pupils will read the same material. For instance, some selections will appeal especially to boys, others to girls. In addition, material from outside the text-books—short stories, magazine articles, excerpts from novels, etc.—may be introduced into the literature program at the discretion of the teachers and pupils when such material is relevant to the current

unit of study. Finally, although each book in the series is organized into thematic units, these units are not prescriptive. In other words, classes are free to organize the text-book material and other material into units which may be considered more appropriate to their particular circumstances.

No minimum number of units or of selections is prescribed for study in any of the three grades. It is expected, however, that literature will receive its proportionate place in the junior high school program, and that each class period devoted to literature will contribute to the specific goals of the literature program. The departmental examinations at the Grade IX level will not include "content" questions, but will be designed to measure understanding and appreciation.

### LEISURE READING

Junior high school pupils are expected to devote part of their leisure time to reading books of their own choice, within wide limits. Each pupil should read a minimum of ten books from the Department of Education's book-list entitled *Reading for Pleasure*. These books should be chosen from at least four different fields, e.g. western, family, historical, adventure, biography, science, hobbies, etc. Formal written book reviews need not be required, although oral reports, either to the teacher alone or to the class, might be requested. In order that pupils may be encouraged to read widely, they should not be held accountable for reports on any books read over the minimum of ten, other than a report that they have been read. Nor should a pupil feel any compulsion, once having started a book, to finish reading it if he finds it too difficult, or too dull to maintain his interest. On the other hand, the teacher should not accept with equanimity a pupil's leisure reading program that consists of many books started but none finished. A child with such a program needs, not coercion, but guidance in choosing books within his comprehension and within his interest range. Such guidance may be individual or group in scope. Perhaps one literature period every two weeks might be devoted to class discussion of the leisure reading program.

The value of the leisure reading program toward achieving the objectives of the literature program must not be overlooked.

### OBJECTIVES OF THE LITERATURE PROGRAM

In the *Curriculum Guide for Alberta* and the *Handbook for the Junior High School*, the ultimate objectives of Alberta secondary education are listed as:

1. Personal development.
2. Growth in family living.
3. Growth toward competence in citizenship.
4. Occupational preparation.

The literature program in the junior high school grades should contribute in varying degrees to each of these. In the *Handbook*, each of these ultimate objectives is expanded into several more specific goals. Those to which the study of literature may make a particular contribution appear to be as follows:

### 1. PERSONAL DEVELOPMENT

The prime aim of the school is to assist each Alberta youth in his growth towards maximum self-realization.

- (b) Mental health;
- (c) Intellectual achievement:
  - (i) ability . . . to read and listen with understanding;
  - (iv) an understanding and appreciation of the cultural heritage.
- (d) The development of suitable recreational and leisure-time activities;
- (e) The development of character manifested in sound habits of behaviour in social relationships;
- (f) The development of a pattern of values, attitudes, and ethical ideals which furnish justification for good habits and culminate in a philosophy of life which recognizes the importance of religion.

### 2. GROWTH IN FAMILY LIVING

Each Alberta youth must learn to appreciate the unique and indispensable place in society played by the home and family and especially the influence of the family unit upon right thinking in connection with morals, institutions, and the current issues of democratic living. The school should assist him to achieve a better understanding and appreciation of:

- (a) the responsibilities and privileges of the members of the family group;
- (b) the home as a democratic institution;
- (c) the conditions essential to successful family life;
- (d) the opportunities for enjoyment at home;
- (e) the functions and responsibilities of parents;
- (f) the relationship of the family to its neighbours and the community.

### 3. GROWTH TOWARD COMPETENCE IN CITIZENSHIP

Each Alberta youth must be brought gradually to a realization of his position and responsibilities in the school, community,

province, nation, and finally in the community of nations. The school should guide him in:

- (a) acquiring insight into the historical background of contemporary society;
- (e) developing democratic attitudes and behaviour in all social situations;
- (f) establishing loyalty to the ideals of democracy and acquiring an appreciation of his community, the province and the nation.

#### **4. OCCUPATIONAL PREPARATION**

The school must help each Alberta youth to develop those understandings and attitudes that will make him an intelligent and productive participant in economic life; and assist him to develop saleable skills, or prepare him for post-school vocational training.

## CHAPTER II

### Nature of the Series

The series *Prose and Poetry for Canadians* consists of three thematically-organized anthologies for use in the junior high school:

*Prose and Poetry Journeys*, Grade VII;

*Prose and Poetry Adventures*, Grade VIII;

*Prose and Poetry for Enjoyment*, Grade IX.

The material included contains short stories, essays, poems and dramas related to themes which are close to the interests of young teen-age boys and girls. The National Council of the Teachers of English through its Commission on the English Curriculum has identified these interests as:

The Thrill of Adventure.

Physical and Moral Triumph or Defeat.

Social Effectiveness or Frustration.

Friendship and Family Relations.

Romance or Relations with the Opposite Sex.

Humour.

Joy in Nature, Animals and Sports.

Personal Adjustment—Finding One's Vocation or Place in Life.

Securing Social Status.

Conflict with Environment and with Ideas and Ideals.

Struggle for Subsistence.

Struggle for Liberty and Human Rights.

Experience with Age and Youth, Wealth and Poverty, Country and City, Varied Religious Views, Different Nationalities, and the like.

Consciousness of Differing Attitudes toward Life, Varied Customs Resulting from Many Environments.

Perspective on Human Nature and Human Affairs through Literature Past and Present.<sup>1</sup>

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<sup>1</sup>Commission on the English Curriculum, National Council of the Teachers of English, Communication Number 7.



Selection has been made to give literary experiences related to the areas suggested by the National Council, to representative selections both past and present, to various literary types, to the work of British, Canadian, American and other writers of English literature, and to various geographic regions and historical environments. The criteria used in making the choice of material included are:

1. Is the material of acceptable literary quality?
2. Is it representative of its type?
3. Is it within the reading competence of junior high school pupils?
4. Is it suited to junior high school pupils with respect to its content, range of difficulty, vitality, and purpose?
5. Is it related to the personal or social development of the individual?
6. Is it helpful in developing understanding of one's family, of one's friends, of people of other races, other places, and other times?
7. Is it a round on the ladder that leads toward the appreciation of good literature and does it stimulate the student to further reading in the direction which it points out?
8. Is it faithful to life and does it represent a sincere and acceptable selection of its kind?
9. Is it a selection which will give direct enjoyment?

Though many of the inclusions are relatively modern, and therefore current in their interest, there is a rich sampling of older English, American, and Canadian writings which have proved to be favourites of junior high school boys and girls. This is especially true of narrative poems such as "The Ballad of East and West" and "The Highwayman."

## **BASIS OF SELECTION OF CANADIAN MATERIAL**

Canadian selections were chosen on the following bases:

1. To fit the themes which form the framework of the book.
2. To represent all geographic areas of Canada.
3. To include poetry, drama, and fictional and other prose.
4. To include material which meets the wide range of reading ability, reading interests, and reading needs of junior high school pupils.
5. To include material that is traditional in form as well as some that is experimental.
6. To represent as many different aspects of our culture as possible.

## ORIGIN OF SELECTIONS BY AUTHOR OR TOPIC

	<i>Canadian</i>	<i>British</i>	<i>American</i>	<i>Other</i>	<i>Totals</i>
Journeys . . . . .	32	11	44	8	95
Adventures . . . .	34	15	45	9	103
Enjoyment . . . .	41	23	47	11	122
Totals . . . . .	<hr/> 107	<hr/> 49	<hr/> 136	<hr/> 28	<hr/> 320
Percent . . . . .	33	15	42	10	100

## CLASSIFICATION OF SELECTIONS BY TYPES

	<i>Poetry</i>	<i>Prose</i>	<i>Drama</i>	<i>Music</i>	<i>Art</i>	<i>Total</i>
Journeys . . . . .	35	45	1	8	6	
Adventures . . . . .	37	50	4	6	6	
Enjoyment . . . . .	52	53	2	9	6	
Totals . . . . .	<hr/> 124	<hr/> 148	<hr/> 7	<hr/> 23	<hr/> 18	<hr/> 320
Percent . . . . .	39	46	2	7	6	100

## LITERATURE AND OTHER JUNIOR HIGH SCHOOL SUBJECTS

*Prose and Poetry for Canadians* provides material that may be used as an integral part of the program in other areas of the junior high school or that may be used for enrichment in these areas, as follows:

1. **Art.** Six full-colour pictures for a study of art appreciation are included in each book.
2. **Music.** A number of folksongs, with music, are included in each of the three books.
3. **Drama.** A number of plays for stage and radio are included in the series.
4. **French.** Both French and Canadian versions of "O Canada" and of some folksongs are included. These should make the book useful for work in Oral French as well as for work in bilingual schools.
5. **Social Studies.** Many stories, plays, and non-fiction selections are related to Canadian history, Canadian regional characteristics, Canadian cultural contributions, citizenship, and understanding of some of our national institutions. Some selections are aimed toward developing greater understanding of peoples of other nations.
6. **Health and Personal Development.** A close examination of the themes listed above will show that much of the material is closely related to this area of the junior high school program. This is particularly true of such themes as "Journeys into Our Own Lives," "Adventures in New Interests," "Adventures in Understanding," "Ourselves and Our Families," and "Our

Dreams and Ideals." Many individual selections in other themes are also directly related to personal development.

7. **Language.** These books may be used to give stimulus to clarity of written expression for communication purposes or for creative expression.

## THEMATIC ARRANGEMENT OF MATERIAL

*Prose and Poetry for Canadians* is a series of personal anthologies aimed to meet the reading interests and needs of young adolescents in twentieth-century Canada. The range of selections is such as to provide for individual differences in reading competence, reading interests, and personal needs. In each of the three books in this series the selections are grouped about themes which, besides providing a framework to unify them, are arranged to give a logical development of reading, thought, and discussion. These units are planned to stimulate growth through experience with literature concerned with personal, social, historical, geographical, natural, and spiritual problems and situations. Within each unit is included a variety of literary types, a related painting, and one or more related musical selections. The literary inclusions are representative of the best that has been written for adolescents both in the present century and in past centuries. Far more selections are provided than any one class will cover intensively in any year. This is designed to give opportunity for choice by a teacher and his class to suit specific situations and needs. Though the themes in these books provide a useful and workable organization of the selections included, there is nothing to prevent the resourceful teacher and class from reorganizing the material about other themes found to be more closely related to local or personal problems. To such a reorganization the group may bring other selections from other sources.

## PROSE AND POETRY JOURNEYS

*Prose and Poetry Journeys* consists of material grouped about six central themes of interest to Grade VII pupils:

### UNIT 1.—JOURNEYS ACROSS NORTH AMERICA

These journeys take us first into the lives of young Canadians and Americans as they participate in adventures of various kinds, and into the lives of animals in which these young Canadians and Americans are interested.

### UNIT 2.—JOURNEYS AROUND THE WORLD

From situations and people close to home, our next journeys carry us to faraway places where we share the adventures, thoughts and arts of such people as the Hindus, the Icelanders, the Irish, the English, and the Africans. Through such journeys we are made



aware of the environment and ideals of people in distant places and are better able to develop an understanding of them.

### **UNIT 3.—JOURNEYS INTO THE PAST**

A third voyage takes us first into the early days of Canadian history where we are able to relive vicariously many incidents and activities associated with our early growth as a nation. Then we venture farther afield into the stories of the past history of older countries than our own.

### **UNIT 4.—JOURNEYS INTO LEGEND AND FANCY**

Imaginatively we are next led to the enjoyment of the legends and folk tales of our own and of other countries. Through these the young adolescent may give scope to his desire to identify himself with the romantic and the unreal, with the distant in time and place.

### **UNIT 5.—JOURNEYS WITH PEOPLE**

Interest in other people is stimulated by journeys emphasizing the perseverance, initiative, courage and resourcefulness that have enabled them to live together in many kinds of relationships in peace and war, in country and city, and at home and abroad.

### **UNIT 6.—JOURNEYS INTO OUR OWN LIVES**

Turning homeward, we are carried in our journeys into these places that are closest to our own lives and interests. These include an appreciation of our friends and families, an understanding of nature, and a sharing of our thoughts with people who are like us as well as with those who differ from us. It is in relation to these that we come closest to understanding our real selves and through them that we develop a personal scale of values by which to regulate our living.

## ***PROSE AND POETRY ADVENTURES***

*Prose and Poetry Adventures*, for Grade VIII pupils, is also organized with its inclusions grouped about six major themes, as follows:

### **UNIT 1.—ADVENTURES NEAR**

The first group of adventures serves to acquaint us with places and people close to us. The places are near to us in the sense that they are Canadian and American. The people are close to us in that they have the same interests, occupations, pleasures, and thoughts as we have. Associated with these adventures with places and people are those with animals which are characteristic of our country and which are close to our experience as observers of nature.

## UNIT 2.—ADVENTURES FAR

The world of fact and of fancy is filled with adventures which are attractive to teen-age boys and girls. In a second group of adventures we are carried to places far away geographically or far away imaginatively. Europe, Asia, Africa, Central America and the Pacific Islands provide the settings for a fascinating series of adventures. Some of these are about real people participating in real adventures; others are about legendary people whose stories are not less interesting because they are imaginary.

## UNIT 3.—ADVENTURES IN OTHER TIMES

This set of adventures carries us back into the early days of history. A group of imaginative writings—story, drama and poetry—serves to picture some of the events and customs associated with our Canadian past. A second group includes legends of our own and other peoples. It is through such legends that many of the ideas, beliefs and viewpoints of our ancestors are revealed to us. We learn, for instance, that they had a sense of humour, that they were motivated by rather high ideals, and that they were imaginative in their attempts to explain the facts of nature as they experienced her gifts.

## UNIT 4.—ADVENTURES IN OTHER LIVES

The real people of the world are much the same basically regardless of where they live. They are the people whose courage, whose vision, whose perseverance, and whose contributions reach beyond the narrow boundaries of the individual and the nation to influence the lives of mankind everywhere. Through the lives of these real people we are led to appreciate the better qualities which emphasize the likeness of human beings upon which as a foundation understanding must be built. Among the real people of the world, not a few are Canadian. Some of our adventures in this unit point to the characteristics which, though primarily Canadian, are essentially human. Written by Canadians, the stories, articles, and poems of the second half of this theme serve to give us pride in our Canadian heritage and in the knowledge that our destinies are related closely with those of people the world over.

## UNIT 5.—ADVENTURES IN NEW INTERESTS

Another group of adventures is designed to stimulate our interest in the new and the unusual. Stories, both romantic and realistic ones, foster these new interests admirably. To these are added explanations of the adjustments made by those who have had to adapt themselves to new, or changing, or entirely altered circumstances. Different people react differently to nature, to handicaps, and to other environmental factors. Adventures in new interests are closely related to past experience, to present activities, and to future goals.

## UNIT 6.—ADVENTURES IN UNDERSTANDING

No two problems that face us as human beings require so much thought and effort for their solution as do those associated with developing a clearer understanding of other people and of ourselves. Such understanding necessitates our adventuring into the realms of social, spiritual and philosophic relations. Our final unit presents a collection of adventures designed to assist us toward more harmonious personal living by stimulating us to consider both other people and ourselves as we react to each other, to our environment, to our thoughts, and to our spirits.

### PROSE AND POETRY FOR ENJOYMENT

*Prose and Poetry for Enjoyment* is planned to give personal pleasure to the Grade IX reader. Its selections are grouped about the five following themes:

#### UNIT 1.—OURSELVES AND OUR FAMILIES

That group with which the individual is most familiar is the family in which he works, plays, and grows. It is the group which he is likely to know most intimately because he has been closely associated with it in its joys, its sorrows, its activities, and its recreations. In this first unit we are introduced to ourselves through incidents familiar to us because we have experienced them or something quite similar, and to families whose problems parallel those of the families in which we have been reared or those which we have observed.

#### UNIT 2.—OUR NEIGHBOURS AND FRIENDS

Our neighbours are of two kinds: those who live next door and those who live in our favourite books. In this unit we first look beyond ourselves and our families to the kinds of people with whom we live in the real environment that is ours. Then, through a generous offering of narrative poems and stories, we identify ourselves with many of the staunchest friends of English verse and fiction. Both the real and the vicarious experiences suggested in this unit help us toward a better understanding of other people and their problems.

#### UNIT 3.—OUR COUNTRY

Beyond our immediate neighbours, both the real and the imaginary, are the citizens of our province and our country. In the first part of this unit we look at ourselves as Canadians with common ideals, common problems, and a common way of life. The fourteen million people who call themselves Canadians have many things in common, and it is important that we should emphasize the likenesses



which give us the unity of nationhood. The whole, however, is a component of many parts. In the second group of selections in this unit we are presented with examples of some of these components which are combined to form Canada. It is impossible to represent every facet of our national life in a theme of this sort, but widely separated components have been included with the hope that they will suggest still others equally familiar and interesting to the reader.

#### UNIT 4.—OUR WORLD

In an age of air transportation, atomic energy, and a United Nations organization, we cannot help but realize that we are in a real sense citizens of the world and that our environment is in part international in its extent. The selections in this unit are organized to illustrate those things which we have in common with people everywhere: our appreciation of natural beauty, our interest in animals, our love of adventure into strange places, and our enjoyment in discovering new things about people and how they live. These provide whatever basis there is for us to think and act in world terms.

#### UNIT 5.—OUR DREAMS AND IDEALS

Having moved outward from the self through the home, the neighbourhood, the nation, and the world, we turn finally to see ourselves in relation to all of these and to the universe as we examine the dreams and ideals which, though difficult to understand, are actually nearest to our individual being as we attempt to formulate a scale of values and a philosophy by which to regulate our lives. The selections in this final unit are concerned with the innermost dreams and ideals affecting the lives of those who wish to lead happy, successful, and useful lives. Among these ideals, spiritual values are of prime importance. The personal and social development of the individual is intimately connected with his dreams and his ideals.

#### ADDITIONAL FEATURES

Additional features to be found in *Prose and Poetry for Canadians*.

#### STUDY HELPS

Each selection is followed by resource material which may be used to motivate the initial reading or which may serve to stimulate class discussion. A number of questions and projects serve further to emphasize the importance of discussion. Though most of the assignments suggested stress co-operative effort, a number of them provide for individual activity including creative writing. In *Prose and Poetry for Enjoyment* vocabulary exercises are added after many of the inclusions for the purpose of providing an incentive to develop word

power. All of the resource and question material has as its primary aim the development of understanding, for the editors and publishers of *Prose and Poetry for Canadians* believe that understanding is basic to appreciation and enjoyment. It should be noted that whenever a selection is concerned chiefly with a problem in living, the resource and question material is headed **Problems in Living**; whenever it is concerned chiefly with concepts or ideas, it is headed **Problems in Understanding**; and whenever it is chiefly concerned with pure enjoyment, it is headed **Keys to Enjoyment**. Several of the poetry inclusions are headed **Keys to Appreciation** or **Keys to Interpretation**, depending upon the chief objective toward which teaching might be aimed.

## BIOGRAPHIES

When information about an author will serve as an aid to understanding, it is included before the resource and question material under the heading **About the Author**. As an appendix to each book there are included brief but interesting biographies of most of the authors represented in each of the three anthologies. These biographies are arranged according to the alphabetical order of the surnames of the authors.

## KINDS OF WRITING

While emphasis upon literary types is not as applicable in the junior high school as in the senior high school, teachers may wish to begin developing some understanding of the more common ones, especially with mature pupils. For this purpose the editors have included brief introductory explanations of the structure and purposes of such forms as the short story, the radio play, and the ballad. Some of these studies are to be found in the resource material accompanying individual selections, as in *Prose and Poetry for Enjoyment* in which ideas in poetry are discussed on page 224, and radio play construction on page 341. There is a general discussion of **The Kinds of Writing** as an appendix to *Prose and Poetry for Enjoyment*, and in the discussion of literary types in *Landmarks*, the teacher's manual. The title and author indexes show that the anthologies include a generous balance of literary types suited to junior high school abilities and interests.

## ART

Included in each unit is a coloured reproduction of a well-known painting. Each of these is accompanied by interpretive material as well as by a brief biography of the painter. These pictures are included to enable the teacher and his class to make comparisons among painting, music and literature as artistic media. They may

also be used to motivate further study of the painters represented in these anthologies or to stimulate pupils to make collections of other famous paintings.

## MUSIC

Music, too, is closely related to literature as a form of artistic expression and it is often possible to set the mood for a literature lesson by means of a vocal or instrumental presentation or by a recording. There are included in the three anthologies of this series ballads, folk songs, and hymns designed to enrich the selections with which they are associated. It is suggested that the songs be sung by the whole class or by soloist and chorus in accordance with the instructions given. The singing of the songs should be an enjoyable experience just as the reading of the literature is.

## CHORAL READING

Several of the poetry selections have been arranged for choral reading. The arrangements given are suggestive only. Ideally, the final choral arrangement should be made as a result of the study of the selection to suit the interpretation desired by the teacher and his class. Choral reading of prose selections is also suggested.

## LISTS FOR FURTHER READING

At the conclusion of each unit there is included, under the heading **For Further Reading**, a selected list of additional titles of poems, stories, novels, dramas, biographies, and anthologies closely related to the theme of the unit.

## CHAPTER III

# The Teaching of Literature

Although literature now has a definite place in the secondary school curriculum, it is only since the beginning of the present century that this place has been secure. Actually, literature, as distinct from reading, is a much younger school subject than sewing or art or music or physical education. In the half-century of its history as a part of the curriculum, literature has been taught, if not studied, for three main reasons. At first and for many years its chief purpose was the moral development of the student. In prose and poetry, personifications of courage, patience, magnanimity, patriotism, and other virtues followed one another across the pages of the literature anthology, and pupils were exhorted to adopt these examples as their models. To question whether or not the pupils enjoyed their literature courses was considered irrelevant, if not slightly impertinent. In the fullness of time, with the swing of the educational pendulum, the purpose of the subject of literature came to be the improvement of the pupils' taste. Most adults, it was argued, read mainly for pleasure; therefore children should obtain enjoyment from their reading, and literature courses should be devised to promote such enjoyment. Furthermore, they should lead the pupil to obtain most enjoyment from the best literature. By improving his taste, teaching him to prefer the better to the worse, he would be led to a true appreciation of what is worth-while in the field of letters.

Today, the viewpoints behind these two primary objectives have been amended and synthesized. Although it is still admitted that children (and adults) will not willingly read what they do not enjoy, and that the development of sound literary taste is a legitimate and indeed a primary objective of the study of literature, it is widely felt that literature has also a guidance function. It should lead to the personal growth and development of the pupil. It should lead to social and emotional maturity, should promote physical as well as mental health, should assist the child in his choice of, if not preparation for a career. The study of literature should help him to develop a set of moral values and a philosophy of life, should assist him to build a hierarchy of loyalties from immediate family to community, to homeland and nation, and even to humanity in general.

As the authorized series is child-centred rather than subject-centred, it is organized around themes which derive their unity not from the similarity of the literary form of the different selections, or



the similarity of their topics, or the chronological periods in which they were written, but from their relevance to the particular interests, problems, or needs of boys and girls. Thus, instead of topics as "Victorian Poetry," or "Modern Short Stories," or "Twentieth Century Essays," *Prose and Poetry for Canadians* deals with such activities as "Appreciating Friends and Families," "Learning to Know Ourselves," "Working, Playing, Growing." But the themes suggested by the organization of the three books in the *Prose and Poetry for Canadians* series are by no means the only ones to which the various selections may lend themselves. Thus one teacher or one class may wish to develop a unit on such a theme as "We Learn Success from Failure," or "Animals Are Almost Human," or "Other Peoples Have Other Ways," and it is hoped that sufficient and appropriate material to develop such themes may be found in these anthologies. But the selections to be found in these books need not set the limits to the thematic units; other material may be added from the supplementary reading lists of fiction, non-fiction, and poetry, from other subject-matter fields, from school broadcasts, motion pictures, and recordings. For the curriculum is not the material which is contained in a text-book or a course of studies; it consists of all the learning activities that occur under the direction and sponsorship of the school. Literature emphasizes one aspect of such learning activities; other subjects stress different ones. But the whole child is concerned in every activity. Thus the literature teacher is concerned not with one segment of the child but with the whole integrated individual. Consequently the literature teacher should not hesitate to encourage activities, no matter how or in what subject-matter they originate, that will lead to the realization of objectives sought in literature.

Similarly, the study of literature should be integrated with other curriculum areas, such as social studies, art, music, French, health, guidance, and language.

## A MODERN TEACHING APPROACH

At least once upon a time there was a teacher whose junior high school lesson consisted of the following, "Read pages fifty-seven to seventy-one, marking all similes and metaphors." The analytical approach to literature, perhaps not as extreme as this example, has been and continues to be popular among many teachers, especially those who find themselves, contrary to their own wishes, teaching a subject for which they feel themselves inadequately prepared by training and background. Such an approach is comparatively easy. The teachers and pupils can take a particular selection apart as a botanist analyzes a flower, or as a grammarian analyzes a complex sentence. The literary selection sets definite limits to the task of teaching it, for the story or play or poem is examined itself, and no effort is made to relate it to the pupil or to the pupil's world. Further-



more, this analytical approach has appeared to be in conformity with stimulus-response theories of psychology, and so to be pedagogically sound.

Today the best literature teachers adopt a different approach. Literature is not taught as an end in itself, but for what it will do for the boy or girl who studies it—develop his powers of appreciation, instill in him a love of reading, further his understanding of the written word, help him to understand himself, facilitate and make more meaningful his relationships with others, lead him to formulate ideals to live by—in brief, assist him to adjust himself happily and effectively to the complex social and physical environment in which he finds himself.

To the teacher who adopts such an organismic approach to the teaching of literature, the literature lesson can never be a simple triangle consisting of selection, teacher, and pupil. Each of the three elements in the triangle has a background of many connotations and conditions which must be considered in dealing with the whole situation. Thus the selection under study has been written by an author who has brought to his literary task a particular background from a particular area of experience and culture, who has a definite purpose in mind, and a definite idea or group of ideas to communicate, who has written for a specific audience or public. Thus that public might consist of sixteenth-century English play-goers or of nineteenth-century adult American novel-readers or of twentieth-century Canadian adolescents.

The students, too, bring their own contexts to the situation that is the literature lesson. These students vary from one another in sex, in age, in maturity, in intelligence, in reading vocabulary and background, in interests and needs, in ethnic and cultural and familial and economic circumstances, in rural and urban environment, in religion, in physique and health, in every attribute of their being. Thus any one literary selection must have a different impact on every member of a class.

The teacher, too, brings his own individuality to the lesson situation, his own interests and preferences, his own comprehension of the world, tolerant or prejudiced, his own wealth or poverty of background in literature, his own knowledge and understanding of children in general and of Freddie and Susybelle in particular.

It should be apparent that the literature curriculum, to be vital and meaningful to the pupils, must also be so to the teacher. *Its vitality and meaning depend on the teacher's diligent preparation of lesson material, on thought about and reflection on the learning process as it applies to literature, on knowledge and understanding of the pupils, and on an appreciation of the teacher's own strengths and weaknesses.*

## UNIT METHOD OF TEACHING LITERATURE

During the second quarter of the present century, educational psychologists have drawn our attention to the importance of an overall pattern or framework of reference to which individual facts and ideas and concepts can be related in order that relationships will be perceived and understood. To assist the child to outline such a pattern, to build such a framework might well be the first task of the teacher who is introducing a new theme to his class. To do so, of course, the teacher will need to know thoroughly the foundation material upon which the theme is to be based. He will hardly know every selection that the theme is to encompass, unless it is to be entirely teacher-dominated, with no contributions or suggestions invited or permitted from the pupils.

The first theme of the *Journeys* book is "Young People of the New World." The explicit meaning and connotation of each term should be discussed with and by the class. The term "Young People," the pupil will discover from his reading of the unit, includes not only teen-agers but also children on the one hand, young adults on the other. "New World," it is equally apparent, refers to Canada and the United States of the last half-century or so. But the unit is more than a mere catalogue of the habits and customs of young people in the ten provinces and forty-eight states. It deals with people of different ages and different sexes, from different environments, from different social levels, with different problems. Yet all the young people who appear in this unit have much in common. They are products of our New World civilization, believing in the sanctity of family life, in democracy, in fair play, in the basic tenets of the Judaic-Christian teachings.

With such an introduction the teacher and his pupils will move on to the individual selections that make up the unit. In the traditional literature lesson, each selection remains isolated, although sometimes pupils are asked to contrast and compare two selections or two authors. In thematic teaching, however, the separate literary selections are constantly related to the theme of the unit. Nor does the unit simply die away or terminate in a test. Rather, it reaches a culmination, when loose ends are tied up, generalizations reviewed, principles established, deductions verified. Some evaluation or appraisal of pupil growth will probably follow the completion of the unit, but it will test more than knowledge of facts. Facts are important. They are the building blocks from which all intellectual structures are built, but more important are the edifices that are erected from these building blocks, the principles, generalizations, systems of values, attitudes, understandings that are developed. Growth towards these objectives the good teacher will endeavour to appraise.

## TEACHING THE INDIVIDUAL SELECTIONS

From an introduction to a unit, teacher and pupils will move to the individual selections which comprise the unit. Here again there will be an introduction developed by the teacher. In introducing a particular piece of literature to his class, the teacher will take into account the pupils' social background, rural or urban, their cultural background, rich or impoverished, and all other characteristics of the children that will affect their understanding and appreciation of the piece. For the vicarious experience of the poem, play, or story must be interpreted in terms of the previous experience, real or vicarious, of the pupils, before it is meaningful to them. Sometimes, but not always, pupils may be introduced to the author to help them understand what he is attempting to do, or why he writes as he does. Even the audience for whom the author originally wrote may be considered. Every writer makes certain assumptions about his audience: that they have certain interests, attitudes, and prejudices, that they hold certain beliefs, that they have a certain background of knowledge. And if the school children who are reading his work differ materially from the audience for whom he wrote, these assumptions are no longer valid, and the pupils' comprehension and appreciation are accordingly limited. To overcome this limitation, these pupils must imagine themselves to be part of the audience for whom the author originally wrote. To do so they must have some knowledge of that audience. To assist them to this knowledge is one of the duties of the literature teacher.

## CHAPTER IV

# Creative Writing

Perhaps because the same teacher is usually responsible for instruction in both literature and language, it is customary for these two subjects to be closely related. The literature text provides material for the study of grammar and rhetoric, and is a fruitful source of themes and topics for written composition. However, insofar as literature becomes the handmaiden of language, to that extent does it tend to lose its own inherent values. A strong case can be made for a complete separation of these two subjects. But there is one area of language training that may well be considered a phase of the study of literature. This is the activity known as creative writing.

Ordinarily, language is an instrumental activity, and not an end in itself. Language is used for the communication of ideas, for the transmission of information, for the dissemination of propaganda, for the transaction of business. In all such activities, language is used as a means; its employment is not an end in itself. But when a storyteller spins a yarn, or a poet rhymes a verse, his purpose is simply (as a rule) to create happiness in himself or in his audience. The main purpose in such a use of language is achieved in its expression. Such expression, when the language is written, is creative writing.

Although the pupil's purpose in creative writing is simply self-expression, there may be several other reasons why our schools should encourage this activity. One of these is that creative writing leads to better understanding of the literature which the pupil is studying. If he attempts the same type of creative effort as did the poet or author whose work he is reading, then he is more likely to understand the particular object the writer is trying to achieve, and the methods he uses to do so.

Probably a more important reason for fostering creative writing is that it helps the pupil to understand himself better and to develop his own personality. This function of creative writing is valid especially for the pupil who is shy and inhibited, who is perhaps not endowed with social graces, who lacks athletic skills or other abilities which might earn him prestige in the eyes of his peers. Often such a child can find status and approbation in artistic expression such as creative writing. Of course, competence in this field is not confined to the maladjusted child. Some fortunate children seem to have been blessed by all the good fairies; they do well in all they attempt.

In addition to the prestige-enhancing and personality-expanding



value of the activity, creative writing is, psychologically speaking, a projective technique through which some pupils can resolve internal conflicts, can alleviate emotional stresses and strains. If a problem can be objectified in a little story or poem, often the psychological tension caused by the problem can be eased.

Of course, the creative efforts of junior high school pupils will not be very polished or sophisticated pieces of literature. In the realm of verse they may handle simple metres such as the iambic, and simple stanza forms such as the couplet and the quatrain. Often juvenile poetic efforts tend to be flowery in language and superficial in thought when they are judged by adult standards. Prose efforts are likely to be equally immature. Conversation, where it is used, is often stilted and affected, and motivation in narration is weak. Plot in juvenile narration is likely to be extremely rudimentary, or even non-existent.

Accordingly, when the teacher comes to evaluate such efforts, justice should be liberally tempered with mercy. Commendation should be generous; criticism should be sparse. Performance in creative writing should not affect the pupil's score in written language or composition, where such score is separated from that for literature. Literary efforts should be written at least twice. The second-last version should be submitted to the teacher for correction of mechanical errors—spelling, punctuation, capitalization, grammar, etc.—and for such suggestions for improvement as can be incorporated into the piece without seriously lessening the extent of the pupil's own contribution. In other words, the pupil should feel that the final version is his own work. When the final draft is completed, embodying the teacher's corrections and suggestions, then it can be read to the class, posted on the classroom bulletin board, or incorporated into a school paper or yearbook.

Some of the selections in *Prose and Poetry for Canadians*, notably the following, are the work of senior high school pupils:

*Journeys*: "A Canadian Farm in February."

*Adventures*: "Dorcas Was Different."

*Enjoyment*: "Night Duty at the Meteorological Bureau."

However, even the best pupils in junior high school can hardly hope to equal such efforts. That the teacher may have some idea of what he may expect from his better writers, some selections, the work of pupils in Grades Seven to Nine, are quoted below. Most are reprinted by permission from *The Correspondent*, published by the Correspondence School Branch of the Alberta Department of Education. These pieces were selected for publication from several hundred sub-

mitted by correspondence school students, and may therefore be considered of high standard for the junior high school grade levels.

Study of the prose selections reveals several significant facts. In the first place, the pupils obviously write best about what they know best. Pupils at junior high school grade levels should not be encouraged to attempt topics which are wholly or largely outside their own experience. Secondly, the selections are mainly factual in content, consisting of non-plot narration and of description. When the young writers leave the realm of facts for that of ideas, as a rule their literary stride becomes uncertain and faltering, although "Music and Racial Prejudice" is an exception to this generalization. Finally, the style of the good writers is plain and unadorned. Language is simple and figures of speech are few.

More ambitious and probably less successful are the efforts in verse. Here the pupil is more likely to write affectedly, and the clarity and simplicity of an account of a highly emotional experience like "The Hail Storm" gives way to the artificiality and obscurity of "On the Wings of Pegasus." Faults in structure also appear, such as imperfect rhyme and uneven metre. These weaknesses are not mentioned as criticism of the selections but rather as warnings to the teacher that not too much should be expected from juvenile poets.

## EXAMPLES OF GRADE SEVEN PROSE

### SULLIVAN MINE, KIMBERLEY

Let us pretend that we are going on a tour through the Sullivan Mine at Kimberley, British Columbia. First we must put on our mining clothes, which consist of overalls, heavy hob-nailed shoes, steel helmets equipped with a light on the front, which is operated with a battery. This is to provide light for our work.

We arrive at the portal of the tunnel at 7:55 a.m. This portal is built on concrete, large enough for a wide gauge electric train track. Above the entrance, embedded in the concrete is the following date, 1914. That was the year it was built.

The train is standing at the portal of the tunnel, ready to carry us on our trip. It consists of an electric motor and between fifteen to twenty coaches. Each coach will carry about sixteen or eighteen men. As the 8 o'clock whistle blows, the train starts into the tunnel. After a three and one-half mile trip we reach the main station. Here the miners leave the train for their places of work. The coaches are now backed into a siding, where they will remain until these miners come off shift at 4 p.m. The motorman uses the motor to haul cars of ore from the shutes out to the "concentrator."

After leaving the station, we proceed to our place of work which is "Q stope." Here we set up our machine on a tripod. The machine

is run by compressed air. We drill into the ore until quitting time, making holes for sticks of dynamite.

After our shift is through, another shift comes on. These miners finish the drilling. When the drilling is completed, the holes are loaded with the dynamite and blasted. In Kimberley, all blasting is done by the night shift.

The ore, which is blasted, is in chunks, like coal. It rolls down into the shute at the main track and is hauled out in cars to the concentrator.

At the concentrator it is crushed by huge crushers into fine particles, almost like sand, and is separated into lead and zinc concentrates. From here it goes to the smelter at Trail, British Columbia.

MARGARET HOLT

Cosmo, Alta.

## THE EARLY HISTORY OF LAST LAKE

In 1914 a solitary Indian lived peacefully in his teepee on a meadow near Last Lake. All around him was silence, loneliness, and solitude. Little did he realize that at that very moment, at least five parties were steadily converging on his retreat. One party consisting of a Scotsman, a Canadian, and a Texas Ranger was forging ahead by team and covered waggon. Another party of two Swiss boys was being sailed down the Smoky River on a beaver boat. A third party was slowly moving a herd of cattle southward from the Whitemud River area, while two other families were coming north by means of the MacArthur railway to Peace River Crossing, where a ferry was operating during the summer months. After many adventures and tribulations, these early pioneers eventually arrived at Last Lake to disturb the tranquility of the lonely red-skin.

All the wheat in the early days had to be taken to Peace River thirty miles away where the settlers received ninety cents a bushel for it. A school was organized, the first teacher being Matthew Halton, the famous war correspondent. In 1926 the railway came to Whitelaw, fourteen miles away, making conditions much easier for the settlers. The early history of our district is a story of triumphs and disappointments and, above all, of real fun and humour which forever bubbles over where men are thrown together in a common environment.

EVA SCHAFF

Last Lake, Alta.

## EXAMPLES OF GRADE SEVEN POETRY

### CHRISTMAS

Oh! I like Christmas;  
It is so much fun,  
With cookies and cakes  
And tasty brown buns!

Oh! I like the turkey  
We have to eat;  
And if we're good children  
Santa'll give us a treat.

Oh! I like to decorate  
With streamers green and red  
And I like old Santa  
As I have said.

LITA ARCHIBALD Lacombe, Alta.

### THE DAM

Dozens of men and machinery  
Moving tons of dirt and rock,  
Filling an enormous coulee  
A river bed to block.  
Diverting an entire river  
Through a tunnel of cement,  
Forming a lake of water  
Of considerable extent.

KEN ASHCROFT, Lethbridge, Alta.

### SIGNS OF SPRING

Pussy willows begin to fuzz,  
And honey bees begin to buzz,  
Ducks are quacking in the pond,  
And geese are honking out be-  
yond.

NICK ZOTECK Goose Lake, Alta.

## EXAMPLES OF GRADE EIGHT PROSE

### THE WILLOW CREEK HUTTERITE COLONY

In June, 1948, eighty-five of our people from the Hutterite colony at Rockyford, Alberta, started to move to the district of Stettler where land had been bought for the purpose of beginning a new colony—the Willow Creek Colony. Ten sections of land had been purchased, and shortly afterwards, the big job of moving was begun.

First of all buildings had to be started. Some were built and some were moved from the farm-houses of the farmers who used to own the land.

In January the families moved in. Our first school was a temporary one fixed up in the kitchen. This large building had a school, dining-room, a room for preparing food, a bakery, and a room for the large army refrigerator. The whole building had running water and electricity. The living houses were each divided into several sets of rooms. These sets were used as the bedrooms and living rooms. One family lived in each set.

Each person here has certain work to do. One man works with the sheep, another does blacksmith work, another is the carpenter, and so on. The women also have their own jobs. Each must take



her turn at helping the cook. All persons, though, are ruled by the preacher, boss and field boss. The preacher and the boss look after the business of the colony, and the field boss plans the work in the fields. They are elected by the people of the colony.

Most clothes, food, woodwork, tinware, bread, and many other things are made inside the colony. Cloth is bought for some of the clothing, but the knitted things are made of homespun wool. The girls all learn how to knit when they are young and learn embroidery work a little later. Much spinning is also done by the girls:

There is so much to tell that we can't possibly say it all here. Sometime, though, maybe you will get to see the colony, for there are many visitors every Sunday.

PAUL STAHL

Rockyford, Alta.

JACOB HOFER

ELIZABETH HOFER

## THE LIFE OF A FOREST RANGER

A Forest Ranger's life is very interesting. He is isolated from the rest of the world, except for fishermen in the summer and a few hunters in the fall. He comes in contact with the beauty of wild life and nature which he enjoys more than anybody else. He enjoys the rugged beauty of the mountains. He works very hard at his job looking after the forest by watching for insects which cause the trees to die. He keeps the trails free from brush and removes the dead trees lying across, so that he can get men and equipment in if there should be a fire. He has to keep up about twenty-two miles of telephone line which gives communication with other Lookouts and Ranger Stations.

BOYD ELLIOT

Pekisko, Alta.

## EXAMPLES OF GRADE EIGHT POETRY

### MY BROTHER, KEN

He has fair hair and eyes of blue;  
He has chubby hands and body, too.  
His face is a deep and ruddy tan;  
He has a burn scar on his right hand.  
He is minus a tooth or two,  
And likes to shoot with a twenty-two.  
He's four foot, seven,  
And almost eleven.

That's my brother, Ken.

DOREEN CALDWELL

## BIRCH TREES IN SUMMER

Stretching to an azure sky  
Their slender boughs of silvery-gold;  
Gently waving there on high,  
The birches hold a wealth untold.

Dainty, velvet leaves of fairest green  
Whispering in the restless summer air;  
Touched by fairy wands unseen,  
Perfumed with a scent that's sweet and rare.

Though long I may wander and search,  
I shall never find a lovelier sight  
Than the slim and stately birch,  
Kissed by golden summer light.

VIOLET SCHARR

Styal, Alta.

## OUR APPLE TREE

Our apple tree is blossoming forth  
In life anew;  
A dainty picture of loveliness  
Laden with dew.

The breezes waft its sweet perfume  
O'er the grass;  
Its branches scatter petals pink  
As you pass.

It proudly leans o'er the garden fence,  
With blossoms massed  
In intricate perfection,  
Unsurpassed.

IRIS ROOKWOOD

## UP IN THE ATTIC

Up in the attic, one cold, wet day,  
Bessie and I decided to play.  
We rummaged around for 'most an hour  
And still outside the skies did glower.  
Bessie, then, into a corner did nose,  
And found a trunk of granny's clothes.  
We thought we'd dress up to look quite fine,  
So Bessie doff'd her dress, and I doff'd mine.  
She found a jacket and a skirt of red,  
And a long, white wig, which she put on her head;  
I finished her up with a parasol,  
And then she went out to wait in the hall

While I dressed up, and looked quite quaint,  
In a dress with a pattern now faded faint,  
And an old top of crumpled silk,  
With ancient kid gloves, once white as milk;  
"Oh, you look simply grand!" Bessie cried,  
As the store room door I thrust aside.  
We crept downstairs, each in a queer old dress.  
"How surpris'd Mum'll be, when she sees us," said Bess.  
Mum gave us the clothes, so that we could play,  
And we put them aside for the next rainy day.

BRENDA WALLACE

## EXAMPLES OF GRADE NINE PROSE

### THE HAIL STORM

It had been a very hot Saturday, with not even the slightest breeze to cool us off. We went to town in the afternoon and arrived home again about 5:30 p.m. As we sat down to supper half an hour later, we noticed a peculiar white cloud in the west. It seemed to be coming towards us. We went outside to look at it and father said, "That's hail. Listen!" We listened carefully and could hear a faint pounding noise that sounded like a herd of horses galloping. Then before we realized it the wind rushed at us with terrific speed and we ran inside.

Almost immediately we heard a bang on the roof and then another and then dozens. The noise became so terrible that I began to cry. My older brother put his arms around me and said not to be afraid, but the banging kept on and the two windows broke and the glass washed onto the floor. Mother and Father cleared off the table and held it up against the opening to keep out the hail. In about fifteen minutes the storm passed on east and the sun shone again and we saw a rainbow in the east against the black clouds that were traveling rapidly away.

Our first job was to sweep up the hail that had come through the broken window into the house. Then we went outside to examine the damage done there. There were big bruises on the west end of the house showing where the hail had struck. Every leaf had been knocked off the trees and we found four blackbirds lying dead among the leaves. Some of our small chickens who had rushed into the trees for shelter were also lying bruised and dead. Our garden had been pounded into the ground and our crop was lying flat.

The next day we found two dead rabbits and seven partridges lying in the pasture and our neighbours found a dead coyote and several dead ducks in their field.

The papers said it was the worst hail storm we had for forty years.

I shall never forget it Every time I see the white streaked clouds coming I recall that awful pounding on the roof which came ten years ago when I experienced my first hail storm.

PATRICIA ANDERSON

Rosedale, Alta.

## A FISH STORY

One night as my partners and I were sitting around our campfire and telling tales, Black Joe's turn came and everybody settled down for a long period of good story telling from a poor cowhand.

"Well," started Joe, "twarn't more than five years ago when me and my pardner Flapjack Jim were out huntin'. Well you know Flapjack was one o' these fellas thet liked ropin' things and he had roped everything and every animal except a bear. Well," continued Joe, "as we were a-ridin' and a-waitin' for some game Jim was a-waitin' and a-wishin' fer a bear to show up. Finally we heard a rustlin' in the trees and out came a big black grizzly. Jim reaches fer his rope, shakes out a loop with lightnin' speed and was after thet bear afore I could get out my rifle and take aim." After a long pause Joe continued, "As I recall I seen Jim a racin' after thet thar bear just as fast as his horse could go. Next I seen him throw his loop and shore 'nough he got the bear. When the bear got to the end of the rope he turned around and charged fer Jim and his hoss." "Well," started Joe after another long pause, "Jim just turned his hoss fer the woods and lit out fer the next clearing on foot." After another long pause Joe finished, "The last I seen of Jim was when he was a-runnin' acrost the next hill and the bear was a-chasin' him with Jim's horse and was a swingin' the rope over his head."

## MUSIC AND RACIAL PREJUDICE

Perhaps nothing has done and is doing quite so much to break down racial prejudice as music. Music is a universal language spoken in some form by every race in the world. Through music we learn to know our neighbours, because it is an expression of their feelings and their national characteristics, not of their political views. For this reason it can help to foster racial tolerance among people when political talks and conferences fail. To feel bitter towards a race when their music is part of our daily living would be a difficult thing to do. Music has a way of bringing people together. Dance and symphony orchestras and choral groups are usually comprised of people from many nationalities. The lilting Strauss waltzes, Tschai-kowsky's great music, the lovely Irish songs, and the moving Negro spirituals are only a few types of music composed by men of different races. Each race has contributed something to the musical realm and all races share and enjoy it. In music there is no such thing as racial prejudice.

BETTY WHITE

Manville, Alta.

## EXAMPLES OF GRADE NINE POETRY

### ON THE WINGS OF PEGASUS

Gay Bellerophan, a lover of high speed,  
Dashes across the sky upon his noble steed;  
    Daring the noisy wind and sleet  
    The lightning's flash upon the street  
To overtake him in his flight,  
Over the clouds and through the night.

Bravely he leads the approaching storm,  
For the sky is rent and the clouds are torn;  
    No one sees him there on high  
    As he rides his charger across the sky,  
And with his plectrum he plucks the strings  
While he cradles between Pegasus' wings.

MARIE CARLSON

Ohaton, Alta.

### LATE AUTUMN

Autumn is nearly ending,  
The days are so cold;  
The trees are bare and sad,  
They really look old.

The days are dark and gloomy,  
Rain is often falling;  
Ducks are hurrying to the south,  
And to one another are calling.

The birds have left their cosy nests,  
They know that they must go.  
The north wind is already rising,  
The birds know it's going to snow.

The grain is in the bin,  
The hay is in the stack;  
The garden soil froze long ago,  
The fruits have all been packed.

Soon will come chilly winter,  
Then comes spring and rain;  
And after that, hot summer,  
And then! It's autumn again.

MARSHALL BUK

Two Hills, Alta.



## CHAPTER V

# Developmental Reading

### THE IMPORTANCE OF READING IN THE SCHOOL PROGRAM

As new means of communication and travel draw people and places closer together, the ability to read effectively becomes increasingly important. Besides being necessary to an understanding of local, provincial, national, and world problems, ability to read is closely related to personal and social development, to the acquisition of knowledge, and to sheer enjoyment and appreciation of ideas, stories, and pictures expressed in words. The result is that more attention is being given by the school to the development of reading as a tool necessary to success in work and leisure activities. Whereas formerly some junior and senior high school teachers have taken for granted that the elementary school has taught the child to read, today it is recognized that reading is far too complex a psychological process to be mastered by the time a child has completed Grade VI. Instead, it is now agreed that the elementary school merely begins a process which must be continued and expanded in the junior high school, the high school, and the college or university.

The need of such continued instruction in reading is apparent when one considers that eighty to ninety per cent of the study activities of the junior high school require competence in silent reading, and that between twenty and thirty per cent of pupils entering the junior high school read so poorly as to carry on their studies with great difficulty. In fact, it is not uncommon to find a reading range of six or more grades among pupils in a single class. This fact suggests to us the importance of considering the individual differences among pupils with a view to providing some differentiated guidance of a corrective or developmental type.

### ASSUMPTIONS

Those who recommend developmental reading believe that:

- (1) reading competence grows continuously under guidance;
- (2) the junior and senior high schools must take responsibility for developing those phases of reading which the elementary school cannot be expected to develop;
- (3) reading is a psychological process involving a highly complex set of skills;
- (4) the type of reading to be done is governed by the reader's purpose and the nature of the material read;
- (5) each content field presents reading problems specific to itself and the teachers in these fields must assume a responsibility with respect

to them; (6) all students are capable of growth in reading skill provided their intellectual level is higher than their present reading level; (7) reading disability exists only when there is a disparity between these two; (8) skill in reading presumes that the reader brings meaning to the printed page from his past experience—real or vicarious.

These assumptions lead to the conclusion that the reading program of the junior high school should provide for two kinds of teaching. The first of these, remedial in nature, should attempt to eliminate poor reading habits and attitudes by a program of corrective and motivated teaching. The other, developmental in purpose, should attempt to introduce for the first time whatever skills, habits, and attitudes are needed for further growth in reading.

### STUDYING THE READING COMPETENCE OF THE JUNIOR HIGH SCHOOL CLASS

The alert, interested, and resourceful teacher will use a variety of means to study the reading habits and the reading competence of his pupils. These might include some or all of the following:

1. **Examining the Guidance File.** In schools which have accumulated data for guidance purposes, the files will give valuable information about reading accomplishment.
2. **Observing the Study Habits of Pupils.** This may help to reveal rapid, efficient readers on the one hand and slow, inefficient ones on the other. It may reveal inability to use reference aids in books or to adapt study habits to the nature of the material. Teachers should be especially watchful for lip movement, restlessness, faulty eye movements, and other causes of reading inefficiency.
3. **Using Interest Inventories.** Where these are not already included in the guidance file, they may be used to locate pupils who do not like to read and those who do. Interest inventories provide excellent material as a basis for future guidance of individual reading.
4. **Having Students Read from a Graded Set of Books.** By having the students read from a graded set of readers, it is possible to locate the level of reading achievement already reached. Any one of the graded sets of reader authorized by the Department of Education would serve for the Grades IV through VI levels, while the **Home Reading List for the Seventh, Eighth, and Ninth Grades**, published by the National Council of Teachers of English, would be useful for the Grades VII through IX levels.
5. **Administering Standardized Reading Tests.** One of the best means of determining a measure of the reading competence of school pupils is to administer one or more standardized reading tests. The number of tests is now quite large. In *The English Journal*

for March, 1949, A. E. Traxler discussed those in common use, indicating their chief characteristics and the time necessary for administering them. On the basis of this the following tests are recommended:

- 5.1. **Survey Tests in Reading.** These tests include a few broad diagnostic aspects though they are chiefly designed to measure comprehension, rate, and vocabulary. They are all prepared to be administered in one class period of average length.
  - 5.1.1. **The Nelson Silent Reading Test**, Grades III-IX, Boston: Houghton Mifflin Company.
  - 5.1.2. **The Nelson-Denny Reading Test**, Grades X-XII and College, Boston: Houghton Mifflin Company.
  - 5.1.3. **The Traxler Silent Reading Test**, Grades VII-X, Bloomington, Illinois: Public School Publishing Company.
  - 5.1.4. **Co-operative English Tests**, New York: Co-operative Test Division, Educational Testing Service.
  - 5.1.5. **Minnesota Reading Examination for College Freshmen**, Minneapolis: University of Minnesota.
- 5.2. **Reading Tests with Some Diagnostic Emphasis.** These tests are somewhat diagnostic with respect to comprehension. They, too, require only one class period for administration.
  - 5.2.1. **Sangren-Woody Reading Test**, Grades IV-VIII, (27 minutes), Yonkers: World Book Company.
  - 5.2.2. **Iowa Silent Reading Test**, Elementary, (Grades IV-IX), Advanced, (Grades IX-XII), (45 minutes), Yonkers: World Book Company.
  - 5.2.3. **SRA Reading Record**, Junior and Senior High Schools, Chicago: Science Research Associates.
- 5.3. **Tests of Basic Skills Including Reading.**
  - 5.3.1. **The Iowa Every-Pupil Tests of Basic Skills**, Grades V-IX, Boston: Houghton-Mifflin Company.
- 5.4. **Longer Diagnostic Reading Tests.**
  - 5.4.1. **Van Wagenen-Dvorak Diagnostic Examination of Silent Reading Abilities**, Grade IV to College, Minneapolis: Educational Test Bureau.
  - 5.4.2. **Committee on Diagnostic Reading Tests**, Diagnostic test battery taking four hours to administer, New York: Educational Records Bureau.
  - 5.4.3. **Gates Reading Diagnostic Tests.**
6. **Administering Teacher-Made Tests.** Less objective, reliable, and valid as a rule, teacher-made tests do serve a useful purpose where



standardized tests are not available. Teachers can devise such tests by choosing material suited to the reading range of the class or definitely designed to suit one individual. Such teacher-made tests may be either general survey tests or diagnostic tests concentrating on a single facet of the reading process.

## DIAGNOSING INDIVIDUAL READING NEEDS OF JUNIOR HIGH SCHOOL PUPILS

Having determined the reading habits and competence of the class as a whole, and of the individual pupils in it, the teacher's next step is to discover, if possible, the causes of reading deficiency. It is to be remembered that whenever there is a discrepancy between mental ability and reading competence there is a reading deficiency. The commoner factors which are responsible for such reading deficiency are:

1. **Organic Weaknesses:** Every pupil should be thoroughly examined for poor visual perception, poor auditory acuity, and for other physical characteristics. This should be done by school medical services where these are available. The Snel-len Eye Chart and the Watch-tick Test may be used by the teacher as rough guides. In either case, suspected defectives should be referred to specialists for a more thorough examination and for prescription if necessary. Severe cases of visual and auditory defectiveness should be placed in special classes where these exist or should be given more individual consideration where they must be left in the ordinary classroom.
2. **Faulty Eye-Movements.** By means of a peep-hole in a card or by use of a mirror placed on the student's desk beside the book from which he is reading, it is possible to study the eye movements of students doing silent reading. A more accurate study of eye movements is possible where an ophthalmograph is available. In any case, faulty eye movements should be regarded as a symptom rather than as a cause of poor reading.
3. **Low Intelligence.** All pupils should be give a group test of mental ability. If, when scores from this and from a standardized reading test are compared, it is found that there is a disparity between mental ability and reading achievement, those pupils showing low intelligence ratings on the group test should be retested with a mental test which does not depend upon reading ability. Where low intellectual capacity, as measured by such tests, is found, one should take this into consideration in guiding the reading of the pupils concerned.

4. **Emotional Maladjustment.** Failure and frustration are often causes of reading deficiency. Emotional disturbances of all kinds may have their origins in the school situation but oftener than not the real causes will be found in the home environment. It would be well for the teacher to check the possibility of emotional disturbance and to apply whatever remedy is possible through guidance.
5. **Lack of Interest.** The interest inventory will assist the teacher in locating pupils who have little desire to read. These pupils require motivation. The teacher should begin at the student's present level, should give reading material which is within the student's competence but which has an interest level equal to his degree of social development. Fortunately, **many** books have been written to serve the needs of such students. Among these are the sports stories of John Tunis: *The Kid from Tompkinsville*, *The Iron Duke*, and *Yea, Wildcats!*; the biographies of Nina Baker: *Simon Bolivar*, *Garibaldi*, and *Peter the Great*; and simplified versions of English classics such as the Globe Classics which include such favorites as *Ivanhoe*, *Treasure Island*, and *The Good Earth*. In his *Diagnostic and Remedial Teaching in Secondary Schools*, (1946), Glenn M. Blair lists, on pages 170-190, books for retarded readers with competence as low as that normally expected of Grade II or III pupils, but having interest for pupils of junior high school age.

Such books should give satisfaction to the reader. Often the teacher can stimulate the reading habit by making a variety of books available in the classroom, by problem or thematic organization for teaching, and by careful guidance of the reading experiences of the student. It should be the teacher's aim to guide the pupil up a reading "ladder" from his present level of competence and interest to one that is more maturely conceived.

6. **Limited Experience Background.** Where this is a factor the teacher can do much by the use of audio-visual aids, excursions, stories, explanations, and directed readings. As has been stated above, *reading presumes that the reader bring past experience, real or vicarious, to bear on the printed page he is reading.*
7. **Failure to Read.** Failure to read may itself be a cause of reading deficiency. In fact, if students can be guided and stimulated to read material appropriate to their reading level and interest, most reading problems will be solved. Encourage and motivate pupils so that they will read more and more. Nothing will improve their reading competence so much as this.

8. **Vocabulary Inadequacies.** Some pupils will be found to have difficulties with simple words which should be recognized by everyone. Help them to develop assurance with a basic sight vocabulary such as that listed by E. W. Dolch in "A Basic Sight Vocabulary," *The Elementary School Journal*, February, 1936. It would be well, too, for teachers in special subject areas to build a basic recognition vocabulary adequate for normal understanding of concepts to be met with in those areas.

## DEVELOPING MORE ADEQUATE SILENT READING SKILLS AND TECHNIQUES

Observation, testing, and diagnosis are useful only to the extent that they lead to positive teaching at the point of need. Motivated practice by pupils who are desirous of improvement must be provided under the guidance and encouragement of the teacher. In the pages which follow, suggestions are made for developing silent reading skills. The following points should be kept in mind by the teacher who plans to use this material:

1. The chief emphasis in developing reading competence should be placed upon meaning. *The student can read effectively only when he brings to the printed page experiences which permit understanding.* Much of the task of teaching reading at this level consists of extending the experiences of pupils through excursions, pictures, films, travel, etc.
2. These suggestions cover a variety of reading skills, some of which may already have been mastered by part or all of the class. It is necessary to select for teaching those skills which need further development. Some of the suggestions which follow may be applied to the class as a whole, others to small groups or even to individuals within the class.
3. The Department of Education has authorized the use of **Reading for Meaning**, Grade VII, and **Reading for Meaning**, Grade VIII, as workbooks for developing silent reading skills. Teachers should make adequate use of these aids.
4. Most of the illustrations given below are drawn from *Prose and Poetry for Enjoyment* and are adapted for use with Grade IX pupils. The teacher may supplement the exercises from **Reading for Meaning** by applying the suggestions given here to selections from *Prose and Poetry Journeys* and *Prose and Poetry Adventures*.
5. The development of continued reading competency through control of a greater number of reading skills and techniques should lead to increased understanding, enjoyment, and appreciation of literature.

The following are some of the more important skills and techniques essential for successful silent reading.

## WORD RECOGNITION TECHNIQUES

Though most pupils in the junior high school will likely have developed word recognition techniques, there are some who will require remedial work. For most pupils at this stage the problem becomes one of adjusting to techniques already taught and thus to effect cue reduction. Exercises for this purpose should begin with words in context. This should be followed by careful examination of these words and the grouping of those that have common or similar derivations.

### ILLUSTRATIVE LESSON

**To the Teacher:** Review with pupils the chief methods of word recognition—by sight, by sound, by context. Use may be made of E. W. Dolch's "A Basic Sight Vocabulary of 220 Words" to remove any difficulty which these necessary words might give. Build the experiences of pupils through various means. A film about bacteria might be used effectively to clarify meaning of scientific terms for which other sources of learning would be slow and often inadequate. Concentrate chiefly upon the use of context to assist in recognizing word meanings.

**Reading Exercises:** Say to the class: "We are going to read a selection about two interesting men, one of whom was very wealthy. Some of the words in this selection may be new to you and may at first seem difficult to understand. Their meaning will be clearer if you think of them in relation to the other words that are used with them. If we read, for example, that 'Johnny had to use all of his strength to move the massive boulder,' the rest of the words help us to understand that massive means large and heavy."

"Turn to the beginning of the story *An Argument with a Millionaire*, page 173, and read as quickly as you can the first five paragraphs ending with the sentence, 'And is it not the primal struggle of man to escape classification, to form new differentiations?'"

"On the blackboard I have placed several words from the selection you have just read. Thinking of the meaning of all that you read, and using as many context clues as possible, write for each word the meaning that best fits its use here."

The words which you might use here are: **unscathed, dignity, artificial, environment, incarnation, acme, twitch, insignia, primal.**

Finally, have pupils check the meanings of these words in a dictionary.

<sup>1</sup> E. W. Dolch, *A Manual for Remedial Reading*, Champaign, Illinois: The Garrard Press, 1945, page 438.



**Further Activities:** Assign similar passages for reading having pupils attempt to give the meaning of words used in context. As a variant, you might give them several meanings from which to choose the one that best fits the context. For *unscathed* above, you might give the following:

**unscathed:** unaffected, uninjured, unharmed, unhappy.

## EYE MOVEMENTS

In reading, the eye moves along the line of print from left to right in a series of pauses and forward jumps. During the pauses, or **fixations**, recognition takes place, the amount of the line of print seen by the eye at a fixation being the **eye span**. When the eye reaches the end of the line there is a **return sweep** to the beginning of the next line. If the meaning at any point is not clear, there is a tendency for the eye to move backward to permit rereading. Such backward movements are called **regressions**. Frequent regressions, long fixation pauses, and short eye span are symptomatic of poor eye movements. It is obvious that effective and rapid reading requires that eye movements be as economical as possible. Adjustments, of course, will necessarily be made to fit the type of material being read and the purpose of the reader. Improvement in eye movements is best effected by having pupils read much material of high interest level but with difficulty level well within the competence of the readers. Increase the difficulty of the reading material slowly but progressively as the pupil's eye movements improve.

## ILLUSTRATIVE LESSON

**To the Teacher:** Explain to the pupils how our eyes behave as we read. By questioning have them suggest ways in which we might improve our reading by making adjustments in eye movements. Stress especially the importance of regular forward fixations, increased eye span at each fixation point, and rapid and accurate return sweeps. Tell pupils that attention to these elements will improve their reading skill. Have the class turn to the top of page 219 in *Prose and Poetry for Enjoyment* and begin reading. Ask them to notice how many times they move their eyes while reading each line. Suggest that they try reading the next stanza with only four fixations per line.

**Reading Exercise:** Say to the class: "We are going to read another poem. The lines are short enough that you will not need to move your eyes many times per line. The story which the poem tells us is an interesting one about a hero who helped to save his country's fleet from destruction. Turn to page 204 and begin reading." As the pupils read, observe their eye movements and note those pupils who will



need individual help. When all pupils have turned the first page, tell them to stop reading and answer the following questions:

1. What was the number of the last line you read?
2. How many times did you move your eyes while reading each line? (Guessed average.)
3. In what year did the famous naval battle described here take place?
4. How many French ships escaped from the battle beside the *Damfreville*?
5. Who were fighting against the French in this battle?
6. What did the pilots say about the chances of getting the ships into the harbour?

**Further Activities:** Repeat, using interesting story material such as "The Ride for Life" on page 661. Stress the story interest. As pupils read, continue to observe their eye movements. Note those who finish first or place the numbers 10, 20, 30, etc., on the black-board at the end of each ten seconds and instruct the pupils to look at the board when they finish and remember the last number you have written up to that point. Then give the pupils several simple questions to test comprehension. Eight to ten questions will do well enough. Now extend this type of reading exercise to different types of material, but continue to choose that which is interesting and not too difficult. The difficulty may be increased as greater skill is gained. The class may be divided into smaller groups in order to provide for differences in reading achievement. Better readers may be permitted to do leisure reading of a more challenging sort while the teacher proceeds with further exercises with those who need them.

## RATE OF READING

Rate of reading is commonly thought of as the number of words per minute which a pupil can read when the material is simple. Under such conditions there is apparently a high correlation between speed and comprehension. There is, however, another concept of rate which relates it to purpose and to materials of varying degrees of difficulty. There is no such thing as the optimum reading rate of the individual. Rather there are several such rates, each governed by specific reading purposes and by the actual difficulty of the material. The teacher's goal should be to assist pupils in increasing the rate of their reading without loss of comprehension.

## ILLUSTRATIVE LESSON

**To the Teacher:** Stress the importance of rapid reading and its relation to comprehension. Instruct pupils to read a selection at a speed suited to its difficulty and to the purpose for reading it. Choose passages varying in difficulty. Have pupils read for three minutes

and then have them count the number of words read in that time and determine their reading rate for that particular type of material. Test comprehension by means of several multiple-choice questions. Repeat using comparable material. To test progress in rate of reading, you might use a part of a story early in the year and another part of that story later. Always judge improvement in speed of reading together with the degree of comprehension demonstrated.

**Reading Exercises:** Have the pupils begin to read the story of "The Pursuit of Peter Bellise," after you have told them that they are about to read an interesting story about a bird and a man who tried to capture it. After the pupils have been reading for three minutes, have them mark the last word read. Then have them finish reading the story. When the story has been read, have pupils answer the following questions:

1. Peter Bellise was (a) a farmer, (b) a half-breed, (c) an Indian, (d) a soldier.
2. Four years before Peter Bellise had been taken to Long Island in (a) an aeroplane, (b) a bus, (c) a train, (d) a canoe.
3. The thing that disappointed Peter Bellise was the scarcity of (a) wolves, (b) men, (c) rabbits, (d) hawks.
4. On the fourth night Peter Bellise shot a (a) bear, (b) gyrfalcon, (c) wolf, (d) dog.
5. As a means of attracting the gyrfalcon close enough to capture, Peter Bellise used (a) cheese, (b) pigeons, (c) honey, (d) flags.
6. In order to catch a gyrfalcon, Peter Bellise hid under a (a) tree, (b) board, (c) sleigh, (d) canvas.
7. The most serious loss which Peter Bellise suffered was that of (a) his money, (b) his rifle, (c) his cartridge box, (d) his flashlight.
8. At night Peter Bellise protected himself by building a (a) fence, (b) fort, (c) fire, (d) trap.
9. Finally Peter Bellise disposed of the gyrfalcon by (a) sending it to Morton, (b) killing it, (c) releasing it, (d) selling it.

Also have each pupil estimate the number of words which he read per minute by dividing by three the total number of words read in the first three minutes.

## SKIMMING

Skimming, a sort of rapid scanning to isolate a single fact in a passage or to give a general impression of it, is an important skill since it enables a reader to save time for the materials which must be read more thoroughly. This skill is particularly useful in fields where there is an abundance of available material of varied value from which a selection must be made for intensive reading. This skill may be devel-

oped through exercises requiring the locating of single facts or the determining of a general impression of short passages. The reader may be asked to find the date of an important event or a quotation supporting a particular viewpoint.

## ILLUSTRATIVE LESSON

**To the Teacher:** Discuss with pupils the necessity of economical use of time in reading. When the purpose is merely to gain a general impression or to locate a single fact, skimming is the skill best suited to the purpose. Instruct pupils in methods of skimming lines and pages.

**Reading Exercise:** The teacher will say to the students: "In the reading exercise today, you are to locate some definite information, but are not required to recognize or remember any details other than those you are asked to locate. What reading skill will be best to use for this purpose?" Establish the fact that skimming is suggested here. "Now turn to the appendix of *Prose and Poetry for Enjoyment*. As quickly as possible find the answers for the questions I have written on the blackboard."

1. Since the death of her husband, with what publication has Rosemary Carr Benét been associated?
2. Where did Morley Callaghan attend university?
3. What does the "T." stand for in the name of R. P. T. Coffin?
4. What was the real name of the Canadian author who wrote under the name Ralph Connor?
5. In what year was Clarence Day born?
6. For what profession was Arthur Conan Doyle trained?
7. What was the real name of the author who wrote under the name O. Henry?
8. What was the nationality of Jerome K. Jerome?
9. In what way did Martin Johnson meet his death?
10. What is the title of one of the best known of the books of Donald Culross Peattie?

**Further Activities:** Construct similar tests using selections from the text or from other sources. Vary the tests by having students choose from multiple-choice items the general impression of a series of eight or ten paragraphs.

## LOCATING INFORMATION

This involves such skills as are required to use tables of contents, indexes, dictionaries, encyclopædias, card catalogues, and other reference aids and sources. The teacher should give instruction in the use of each of the above. This should be followed with opportunities for

pupils to practise using them in order that their use may become functional. These skills are quite specific and there is no substitute for direct experience through application of them. They are essential to success in the junior high school, the senior high school, and the university, especially in the social studies, the sciences, and literature.

## ILLUSTRATIVE LESSON

**To the Teacher:** Teach pupils the value of the table of contents, the index of titles, and the index of authors included in *Prose and Poetry for Enjoyment*, and give them some instruction and practice in the use of each. As a means of testing their understanding of the purposes of each, have them suggest when we would use one in preference to another. Then have them complete the following reading exercise while you observe the effectiveness with which they use these three reference aids. Have each pupil keep a record of the time which it takes for him to complete the exercise.

### Reading Exercise:

1. Which unit of the text includes the selection titled "We Make Sugar"?
2. Which poem in the unit "Our Friends and Neighbours" was written by Robert Frost?
3. On which page of the text does the **For Further Reading** list following the unit "Our Country" commence?
4. Which unit includes a painting by Raphael?
5. What is the name of the writer of the poem titled "Swift Things Are Beautiful"?
6. On what page of the text does the story by Hermann Hagedorn begin?
8. On what page of the text does the biography of Stewart Edward White appear?

**Further Activities:** Construct similar exercises and administer them until pupils have mastered this skill. Make use of it constantly in subsequent teaching of your own lessons and seek the co-operation of teachers of other fields to do the same. The skill will be improved only by use in functional situations. Extend this type of instruction and practice to using the tables of contents and indexes of other books, dictionaries, encyclopædias, library card catalogues where these are accessible, and other sources of reference material.



## READING GRAPHS, TABLES, MAPS, CHARTS

The skill required to read graphs, pictographs, charts, tables and other types of tabular material must also be taught and applied. Much of the instruction devolves upon the teachers of social studies, science, and mathematics in whose fields most use is made of these skills. The teacher of literature and reading must be ready to assist in developing them.

### ILLUSTRATIVE LESSON

**To the Teacher:** *Prose and Poetry for Enjoyment* does not give much opportunity for developing these skills which are more closely related to the fields of mathematics, science, and social studies. The teacher of English should co-operate with the teachers in those fields in giving instruction in reading involving the use of graphs, tables, maps, and charts. One sample exercise is included here, the table being taken from **Canada 1948**. This table should be written on the blackboard or should be duplicated by hectograph, mimeograph, etc.

**Reading Exercise:** The teacher will say to the pupils: "Read the table which has been given to you (written on the blackboard) and answer the questions which follow it."

**Weekly Rates of Contribution and Benefit under the Unemployment Insurance Act—Canada, 1948:**

Class	Earnings in a Week	Weekly Contributions		Denomination of Stamp	Weekly Benefits	
		By employee	By employer		Single person	Person with One or More Dependents
		\$	\$	\$	\$	\$
0	Less than 90 cents daily (or under 16 years of age)		0.27	0.27		
1	\$ 5.40 to \$ 7.49 .....	0.12	0.21	0.33	4.20	4.80
2	\$ 7.50 to \$ 9.59 .....	0.15	0.25	0.40	5.10	6.00
3	\$ 9.60 to \$11.99 .....	0.18	0.25	0.43	6.00	7.20
4	\$12.00 to \$14.99 .....	0.21	0.25	0.46	7.20	8.40
5	\$15.00 to \$19.99 .....	0.24	0.27	0.51	8.10	9.60
6	\$20.00 to \$25.99 .....	0.30	0.27	0.57	10.20	12.00
7	\$26.00 or more .....	0.36	0.27	0.63	12.30	14.40

- According to the table above, if an employee's weekly income is \$23.00 per week, the weekly contribution which he must make to the Unemployment Insurance Fund is
 

(a) 30 cents	(b) 27 cents
(c) 51 cents	(d) 57 cents
(e) 63 cents	
- According to the table above, an employee who is in Class 3 and who has two dependent children will receive, when he is unemployed, weekly benefits of
 

(a) \$9.60	(b) \$11.99
(c) \$6.00	(d) \$7.20
(e) \$8.40	



3. The denomination of the Unemployment Insurance stamp when the earnings per week are between \$15.00 and \$19.99 is
 

(a) 24 cents	(b) 27 cents
(c) 46 cents	(d) 51 cents
(e) 57 cents	
4. The employer's weekly contribution for an employee whose earnings are \$6.00 per week is
 

(a) 12 cents	(b) 15 cents
(c) 21 cents	(d) 25 cents
(e) 27 cents	
5. The weekly benefits to a single unemployed person who has been in Class 4 is
 

(a) \$5.10	(b) \$6.00
(c) \$7.20	(d) \$8.10
(e) \$8.40	

**Further Exercises:** The resourceful teacher will prepare similar tests using bar graphs, circle graphs, histograms, charts, maps, etc. Sufficient practice should be given in functional situations to develop facility in reading these specialized printed forms.

### COMPREHENDING THE MEANING OF SENTENCES, PARAGRAPHS, AND LONGER PASSAGES

Each of these units requires its own specific skill since the meaning of a paragraph is more than a summation of the meaning of the individual sentences which compose it as the meaning of the whole passage is more than a summation of the meaning of the separate paragraphs. Therefore, instruction and practice should be given to develop increased comprehension of sentences, paragraphs, and longer passages in relation to the purpose for which the reading is being done.

**To the Teacher:** Give pupils practice in reading each of these units and test comprehension by means of multiple-choice items.

### POWER OF COMPREHENSION

Pupils should develop the ability to comprehend materials of various degrees of difficulty. Exercises should be given containing selections varying from the very easy to the very difficult. Instruction should be given in the adjustment of reading skills to the level of difficulty of the material. The teacher should advise pupils against putting too much effort on the reading of easy material and too little on the reading of difficult material.

### ILLUSTRATIVE LESSON

**To the Teacher:** As has been indicated above, some material is more difficult than other material and therefore requires that an adjustment be made in the reader's approach to it. Instruct pupils to adapt their reading to the type and the difficulty level of the material being read.

**Reading Exercise:** The teacher will say to his pupils: "You are about to read four passages of prose of increasing difficulty. Be sure to make adjustments in your reading as you begin each passage. Then answer the four questions which I have placed on the black-board."

The four passages to be read are:

1. "The Diving Fool," page 49, beginning, "I stumbled on Sunny Ray" and ending "... like an arrow."
2. "The Snob," page 112, paragraph beginning, "It was at the book counter ..." and ending "... and Harcourt knew he was standing only a few feet away from his father."
3. "Prophet in the Wilderness," page 514, paragraph beginning, "Everything became different with Dr. Nessmann at his side ..." and ending, "... sent his two sawyers to cut beams."
4. "On Dreams," page 597, paragraph beginning, "Perhaps after all philosophy began ..." and ending, "... that somebody is not himself."

Passage 1 is chiefly about:

- (a) An organized diving competition between two strangers.
- (b) An organized diving competition between two long-time rivals.
- (c) An informal diving competition between two long-time rivals.
- (d) An informal diving competition between two strangers.

Passage 2 is chiefly about:

- (a) How John Harcourt met a beautiful young girl.
- (b) How John Harcourt bought a book for a friend.
- (c) How John Harcourt made his living.
- (d) How John Harcourt recognized his father in a bookstore.

Passage 3 is chiefly about:

- (a) Dr. Nessman, the organizer.
- (b) How co-operation assisted Schweitzer.
- (c) The coming of a carpenter.
- (d) Dr. Schweitzer's trouble.

Passage 4 is chiefly about:

- (a) The importance of being dissatisfied with what we now are.
- (b) The importance of being satisfied with what we now are.
- (c) The difference between men and monkeys.
- (d) The different ranks in the army.

## READING TO DETERMINE THE CENTRAL MEANING OR GENERAL SIGNIFICANCE

This skill is necessary in order that one can see the relation of the parts to the whole, of individual ideas to the broad generalization. Choose material interesting to the pupils. Have them read passages and state their general meaning or have them choose from a prepared multiple-choice list the statement which best expresses the meaning of the passage read. Ability to write headlines for a news article or to prepare a summary statement for an announcement is another indication of mastery of this skill.

### ILLUSTRATIVE LESSON

**To the Teacher:** Read several passages with pupils and by discussion and questioning determine the central meaning of each. It will be necessary to give pupils instruction as to the relation of each part to the meaning of the passage as a whole. After considerable practice has been given, assign exercises similar to the following.

**Reading Exercise:** The teacher will say to pupils: "You are about to read an interesting account of one of the experiences of Martin and Osa Johnson. As you read, try to grasp the central meaning of each paragraph. Turn to page 547 and begin reading the story titled "Visitors." Then complete the following exercise:

From the four statements given for each of the first five paragraphs of "Visitors" choose the one which most closely expresses its central meaning:

#### Paragraph 1

- (a) Borneo is rich in gold.
- (b) Borneo possesses riches that cannot be valued in terms of money.
- (c) In Borneo most people die in debt.
- (d) In Borneo most people pay their debts.

#### Paragraph 2

- (a) There are many sick people in Sandakan.
- (b) Hotel rates in Sandakan are a dollar a day.
- (c) Because hospital accommodation is better and cheaper than hotel accommodation in Sandakan, people do not complain when they are sent to the hospital.
- (d) Government hospitals have lower rates than do hotels.

#### Paragraph 3

- (a) North Bornea has an excellent system of railways for the benefit of tourists.

- (b) River travel is unusual in North Borneo.
- (c) All transportation in North Borneo is government-owned.
- (d) In North Borneo, travellers must depend for transportation upon the co-operation of the natives and their government.

#### Paragraph 4

- (a) Arrangements for the care of expeditions to North Borneo.
- (b) The friendship of the Martin Johnsons.
- (c) The importance of scientific expeditions in North Borneo.
- (d) Scientific expeditions to North Borneo have always been more important than have pleasure expeditions.

#### Paragraph 5

- (a) The importance of ice cream in the diet of North Borneo natives.
- (b) The effect of refrigeration on the diet of the natives of North Borneo.
- (c) How the use of a kerosene-burning refrigerator in North Borneo was publicized.
- (d) The sensationalism of American newspapers.

**Further Activities:** Continue this exercise using other paragraphs from the same story, other stories in the text, and additional material from various sources. Vary the exercises by having pupils express the central meaning of passages read. Sometimes the meaning of the story as a whole rather than of its parts should be the basis of a reading exercise.

### READING TO NOTE DETAILS

This type of reading is more exacting and requires meticulous attention to each idea introduced in the passage. It is an important skill related to collecting data, verifying facts, and discriminating between the relative importance of ideas. The teacher can help by showing how we read to note details. Then have the pupil read a passage and recall the details from it, without further rereading. A set of questions on the detail of the passage may be used for the purpose. If possible there should be a felt need for reading for details. Such functionality of reading for details might be provided by having pupils determine details with respect to the conduct of graduation exercises or an important meeting for which they had organizational responsibilities.

### ILLUSTRATIVE LESSON

**Reading Exercise:** Having given pupils the instruction and practice suggested above, provide several reading exercises such as the



following. The teacher will say to the pupils: "You will read a short passage about one of the pictures in the text. Then, without further reference to the passage, you will answer the questions which I have written on the blackboard. Turn now to the paragraph about 'T. P. and Jake' on page 62 of *Journeys* and read it quickly." (Pause for the reading.) "Now answer the questions."

1. Who was T.P.?
2. How old was T.P. when this painting was made?
3. What is the boy holding in his left hand?
4. Where was the Benton's summer home located?
5. Who were the models for most of Mr. Benton's pictures?
6. What characteristic has 'T.P. and Jake' in common with Mr. Benton's other paintings?
7. Where does Benton rank among American painters?

### READING TO ORGANIZE

Another essential skill is the ability to organize the thought of a passage read. Since it is a skill which demands high power of concentration, it is especially important to mature students. This skill may be developed by providing passages to be read and outlined after instructing pupils concerning the method of outlining in which the main thoughts of a passage are arranged sequentially. The supplying of headings and sub-headings of a report or an essay also gives good training in developing this skill. Writing a summary or *précis* of a passage also gives practice in organization following silent or oral reading. In teaching pupils how to organize, instruct them to read the passage first for its central meaning, then for the organizing of the sequential ideas which are included in it.

### ILLUSTRATIVE LESSON

**To the Teacher:** Assist pupils in outlining several passages from the text or from other sources. Discuss the effectiveness of the author's organization of his ideas. Stress the importance of organization in all writing. Then assign the exercise below.

**Reading Exercise:** The teacher will say: "Turn to the story of 'Old Rubbernose' on page 471 and read the paragraph beginning, 'Having sent the Indians back to camp . . .' and ending, '. . . in a shadowed corner of the pit.' Now close your texts and answer the question which I have written on the blackboard."

Below are four ideas which were included in the paragraph which



you have just read. Choose the series of letters which represents the order of these ideas in the organization used by the author.

- (a) Old Rubbernose continued to lie in a corner of the pit.
- (b) The Indians camouflaged the pit with earth, leaves, and branches.
- (c) Brinkmann stood puzzled at the mouth of the pit.
- (d) The natives brought to the pit a cage and a silk-woven net.

The correct order of ideas is:

- 1. c, d, a, b
- 2. a, b, d, c
- 3. c, d, b, a
- 4. a, d, b, c

**Further Activities:** The organization of other passages may be tested by using oral reporting, a summary, a précis, unit headings, etc.

## READING TO FOLLOW DIRECTIONS

Ability to follow the sequent steps in a set of instructions requires slow and accurate reading and the teacher should instruct his pupils to this effect. Reading recipes, instructions for constructing an article, or directions for reaching a destination require this skill. Since the reading of laboratory instructions in science requires this sort of reading, science instructors will certainly need to give instruction and practice in it. The teacher of literature and reading may help the pupil develop this skill by giving written directions with respect to assignments related to literature selections studied.

## ILLUSTRATIVE LESSON

**Reading Exercise:** The teacher will write the following instructions on the blackboard for the pupils to follow in order:

- 1. Turn to page 552 and begin reading with the sentence, "When I came to Sandakan from Kampong Ambual, I thought that was a big place . . ." Continue reading to the end of the story.
- 2. Using an atlas, trace an outline map of the world and mark on it the places mentioned by Saudin in the passage you just read.
- 3. Trace on this outline map the route followed by Saudin in his journey to America. Number in order the places which he visited on this journey. If necessary use an atlas to locate these places.

## READING TO PREDICT OUTCOMES

This ability requires that the reader shall understand the relationships in a number of happenings so well that he can go beyond them to predict the logical outcome of them. Much of our economic and political writing requires this type of reading ability. One way in which to provide development of this skill is to have the pupil read part of a story and then predict what happens next. Teachers of mathematics will stress this reading skill in their teaching. It is so closely related to estimation and logical evaluation as to be essential to the student of mathematics. It is a skill that is so important in adult life that it should be developed progressively by increasing the complexity of the relationships.

### ILLUSTRATIVE LESSON

**Reading Exercise:** The teacher will read to the class the first part of "The Ransom of Red Chief," including the letter which Bill Driscoll and his companion sent to Ebenezer Dorset requesting a ransom for the kidnapped "Red Chief."

The students will then write a satisfactory ending to the story, trying to present a logical outcome from the events which have been read to them.

**Further Activities:** Do the same with other selections. The following from the text are particularly useful for this purpose: "The Skeleton in Armour," "The Ride for Life," "Rime of the Ancient Mariner," and "The Lady or the Tiger."

## READING TO FORM SENSORY IMPRESSIONS

This calls for ability to form sensory impressions when printed words suggest sensations of sight, taste, sound, and touch. The teacher should assign the reading of passages containing impressionistic language and have pupils identify the senses to which these appeal. By describing the effect that reading a passage has had upon them, pupils will reveal their sensitivity to sensory impressions included in passages which they read.

### ILLUSTRATIVE LESSON

**To the Teacher:** Discuss with pupils the various sensory impressions through which a writer creates imagery. Mention should be made of impressions related to sight, sound, smell, taste, touch, and muscular tension. It should be made clear that often the same word or phrase makes an appeal through more than one sense at the same time.

**Reading Exercise:** The teacher will say to the pupils: "You are about to read a poem which appeals to us through several of our

senses. As you read, try to enjoy these sensory impressions. Turn to page 349 and read "Woodyards in Rain." (Pause.) "Now answer the questions which I have written on the blackboard."

1. Write one word that suggests a sensory impression related to smell.
2. Write one word that suggests a sensory impression related to touch or muscular tension.
3. Write one word that suggests a sensory impression related to the sense of sound.
4. Write one word that suggests a sensory impression related to the sense of sight.

**Further Activities:** Repeat this exercise, using the following selections from *Prose and Poetry for Enjoyment*: "Snow Shadows," "The Lonely Land," and "The Saws Were Shrieking."

## READING CRITICALLY

Ability to read critically calls for skill in evaluation. It depends largely upon the experience and maturity of the reader. Since many accounts about the same subject are written, it becomes necessary to read critically rather than to accept each statement without evaluating it. The teacher should give pupils practice in evaluating passages read. In writing book reviews they should be encouraged to make critical analyses.

## ILLUSTRATIVE LESSON

**To the Teacher:** Choose several accounts about the same subject and discuss them in class to evaluate them. This may also be done with reviews about the same book, the same motion picture, the same play. Instruct pupils how to read critically. This involves objectivity, analysis, and a careful weighing of all facts. Such critical reading can be related to the reading of editorials, book reviews, music reviews, etc., and to analysis of prose style.

**Reading Exercise:** The teacher will say: "You are about to read three passages about the same subject. Read them critically and answer the three questions which I have written on the blackboard."

### Passage 1

The restrictions on consumer buying introduced on November 1 show that the federal government is alive to the best interests of Canadians. The government should be congratulated on the vision which it has shown in curbing instalment buying at a time when our defense needs are growing in importance. The restrictions still make it possible for those with purchasing power to secure consumer goods

while limiting the questionable procedure of instalment buying. Imposing such restrictions on instalment buying is the only means of checking inflation at the present time.

### Passage 2

On November 1 federal government restrictions on consumer buying went into force. The restrictions impose higher down payments on articles which are purchased on the instalment plan and reduce the time allowed for paying off the balance.

The object of these curbs is to check inflation caused by too much money and credit and too few goods and services. When the number of buyers exceeds the number of sellers, prices tend to rise. Since it is difficult to increase the amount of consumer goods when factories are concentrating upon our defense needs, inflation can be curbed by reducing the demand for goods by restricting the purchasing power of consumers. The current restriction on credit is one means of effecting this.

### Passage 3

The poor consumer suffers again. The federal government restrictions on consumer buying, as they came into effect on November 1, reduce still further the chances of the low- and middle-wage-earning group to secure their share of consumer goods. The government might well be accused of discrimination in favour of those with means. With privileges of instalment buying restricted as they now are, the lower-income-bracket worker's hope of improving his standard of living is farther away than ever. The new legislation illustrates the old adage that to him that hath shall be given and from him that hath not shall be taken away even that which he hath.

### Questions:

1. The passage which gives an unbiased, objective report of the government's restrictions on credit buying is passage.....
2. The passage which shows bias that is opposed to the government's restrictions on credit buying is passage.....
3. The passage which shows bias that favours the government's restrictions on credit buying is passage.....

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- Bond, Guy, and Bond, Eva, *Developmental Reading in High School*, New York: The Macmillan Company, 1942.
- National Society for the Study of Education, Forty-seventh Yearbook, Part II. *Reading in the High School and College*, N. B. Henry, (ed.), Chicago: University of Chicago Press, 1948.



## CHAPTER VI

# Oral Reading and Leisure Reading

### ORAL READING

Though only a small proportion of the pupil's reading will be oral, it is important that he shall be able to read orally in those situations which require the conveying of ideas from the printed page to an audience. The social and communicative value of oral reading depends upon the skill with which it is done. Teachers should give pupils instruction in interpretive oral reading, stressing the importance of conveying through the voice the meaning of the material read. Oral reading experiences in the school, then, presume an audience situation.

The types of material that will be read orally in the classroom study of literature are those which are made more effective through sound and those which give enjoyment to an audience of listeners. Most poetry is improved by oral reading. This is especially true of poems like Edgar Allan Poe's "The Bells," which depend upon tonal qualities for their effect, and of narrative poems including ballads. Such poems may be read orally either by individuals or in chorus. Other types of material that will be read orally include drama and humorous stories, both of which gain by group participation through listening. Generally, stories, essays, and longer poems of a thoughtful nature should be read silently.

### LEISURE READING

One of the desired outcomes of the literature and reading program of the school is that the pupils will read more books, better books, and books of a wide variety of types and in more than one subject-matter field. To create and foster the reading habit, the school encourages the reading of books, magazines, and newspapers for the sheer enjoyment which the reading experience gives as well as for the information and understanding to be derived from reading them. This means that the school must have a rich offering of books suited to adolescent readers. Since the reading competence varies widely, the school library must provide books of reading difficulty varying from that of the poorest reader to that of the best. At the same time these books must be of interest to teen-agers. The interests of this group will naturally vary to some extent with the sex, with the geographic region, with the home environment, and with the



maturity of the individual. In spite of this, it has been found that certain general interest areas persist among these boys and girls.

Since the function of the teacher in the junior high school reading program is that of guide and adviser, it is important that he knows the general reading preferences of his pupils. Research has shown that junior high school boys are interested chiefly in stories about animals (*Call of the Wild*), adventure (*Kidnapped*), boys and girls who are mischievous (*Penrod*), people, places, and customs different from our own (*Prester John*), war and fighting (*Mutiny on the Bounty*), heroes who are masculine types of boys (*The White Company*), humorous situations (*Tom Sawyer*). As a rule, girls like most of the books written especially for boys, but boys shy away from books written for girls. Girls have their own preferences too. They like mystery stories (*Adventures of Sherlock Holmes*), stories about family life (*Little Women*), and stories about the ordinary affairs of daily living (*A Place for Herself*). Pupils of greater intellectual capacity have a keener appreciation of humour met in books. Boys of lower intellectual ability seem to prefer books with considerable action—fighting, sports, prank playing, and the like. Girls of the same mental ability seem to prefer stories because they are real or at least have verisimilitude. To the general interests of young adolescents mentioned above, the teacher must add the individual preferences of his pupils as he has determined them from observation and consultation.

As a guide in the leisure reading program, it is the teacher's function to assist the pupil up the reading ladder from the round on which his present interest and ability have placed him to a round that demands broader interest, increased skill, and greater maturity. It is important that we work from the present level of the pupil's reading competence and interest toward that which is better. A pupil climbing the ladder of adventure stories might have reached only the round represented by Franklin Dixon's *Castaway in the Stratosphere*. The teacher should attempt to guide him to read adventure stories that are more faithful to life and demand slightly increased skill, for example, Stephen Meader's *Traplines North*. Advancing from this, the pupil might be helped to climb to Armstrong Sperry's *Call it Courage*, up again to Nordoff and Hall's *Mutiny on the Bounty*, to a high round represented by Conrad's *Lord Jim* or Melville's *Moby Dick*. Not many pupils in the junior high school will reach this last round, only a few will reach the second last, but most will reach the middle round. An animal adventure ladder might lead from Sander's *Beautiful Joe*, through Oliphant's *Bob, Son of Battle*, O'Brien's *Silver Chief*, and London's *Call of the Wild*, to Knight's *Lassie Come Home*. Not only do the books in these two ladders make progressively greater demands upon the reader, but they are increasingly more faithful to life and they introduce increasingly

complex situations involving significant human problems. All of this does not mean that the teacher should assign the pupil's reading, but rather that he should guide it in such a way as to make the transition as easy as possible and growth in reading as continuous as possible.

To do this, of course, the teacher must have a knowledge of and information about books. The following book lists should all be known to the teacher, and he should have access to them:

*Children's Catalog*, New York: H. W. Wilson Company, 1947. This gives full bibliographic information, annotations, and grade levels for books recommended for children.

*Standard Catalog for High School Libraries*, New York: H. W. Wilson Company, 1947, does the same for books suited to junior and senior high school pupils.

*Graded List of Books for Children*, compiled jointly by a committee of the American Library Association, the National Education Association, and the National Council of the Teachers of English, Chicago: The American Library Association, 1936.

*The Right Book for the Right Child*, New York: The John Day Company. This is a graded buying list of children's books.

*The Horn Book*, Boston: The Horn Book Inc. Published six times a year, this magazine is devoted exclusively to books and reading for children and adolescents.

*Leisure Reading for Grades Seven, Eight, and Nine*, Chicago: National Council of the Teachers of English. This is a graded book list for junior and senior high school pupils. A brief description of the contents of each book is given.

*Books for You*, (senior high school), *Your Reading* (junior high school), and *Reading for Fun* (elementary school), are annotated reading lists prepared by the National Council of the Teachers of English, Chicago.

Besides these, there are many other sources of information on books for children and adolescents. The Department of Education, through its School Book Branch, has published annotated and classified reading lists for the elementary, the junior high, and the high schools. Under the title **Reading for Pleasure**, the junior high school list is readily available through the School Book Branch. The children's librarians across Canada are always willing to assist teachers by discussing with them and recommending to them books suited to boys and girls of various ages, interests, and capacities. The various publishing houses in Canada have prepared their own book lists and have made these available upon request. Teachers of English and reading should avail themselves of all of these sources of information.

It is suggested that the teacher prepare a file of 4"×6" cards

on which to record information concerning the books he has found useful for different purposes. By using both sides of the card, the teacher can place enough information upon it to make it particularly useful as a guide to him in making further recommendations. Below is a copy of such a card from one teacher's file.

BRILL, Ethel C.,  
*Madeleine Takes Command*,  
New York: Whittlesey House, 1946.  
Illustrator—Bruce Adams:

VII - IX

Illustrations are realistic sketches.

**Contents:**

This is a story of a true adventure in which Madeleine de Verchères, her two small brothers, Louis and Alexandre, an old servant Lavoilette, and two untrustworthy soldiers assisted by a neighbour held off an attacking band of Iroquois at the fort of the Verchères Seigneurie, twenty miles below Montreal, in the 17th C. The statue to this fourteen year old girl is a tribute to her courage.

**General Value:**

Interesting as a true account of French-Canadian life and as a story of courage.

- 2 -

**Curriculum Value:**

Its curriculum value is in units on Quebec, New France, French-Canadian antecedents, girls of courage, Indian Warfare.

**Interest Level:**

The book should appeal to junior high school students, both boys and girls.

**Reading Level:**

Average reading level for an eighth grade pupil.

It is one thing for the teacher to know the reading interests of his pupils and the books which will service them. It is quite another thing to make the books available. Public libraries, especially their children's sections, should be used extensively, but each school should build its own library. Since ability to use a library for reference purposes should be a skill in the command of every child, the school library should be organized carefully. The teacher will find useful the Department of Education *Handbook for School Libraries in Alberta Schools* or Mary I. Mustard's *Library ABC's* (Toronto: Longman's, Green and Company, 1948). Whether the library is organized for the school as a whole, or for each classroom separately, acceptable library practice should be followed.

The actual purchasing of the books for the school or classroom library is governed by the amount of money available. The budgets of school boards provide the chief source of funds, but this is often supplemented by contributions of pupils, Home and School Associations, and other interested groups or individuals. All of these should be used.

Much can be done by the teacher to encourage the reading habit. Book displays, frequently changed, are helpful. Even the display of book covers or book reviews acts as a stimulus. Then, too, the teacher should constantly refer to incidents in books, should tell his pupils about stories, plays, poems, or essays he has been reading, and should refer them to interesting news items about writers and their works. A large part of the teacher's task is to initiate and maintain interest.

The teacher should keep a record of the pupil's reading, both as a means of encouraging him to broaden his reading interests and as a basis of future guidance. In keeping a reading record, the teacher should give attention to the inclusion of such reading types as poetry, drama, essay, biography, historical fiction, romantic fiction, etc. The record need not be elaborate. An exercise book with pages ruled as in the illustration below is both simple to prepare and completely flexible. A separate page in this exercise book will contain the reading record of each pupil.

JANE SMITH			
Date Completed	Title	Type	Pupil's Comments
Oct. 21/50 Nov. 1 Nov. 3	Little Women George Washington Carver Tale of Two Cities	Family Biography Historical	V. G. G. Too heavy; not finished
Nov. 10 Nov. 24	The Mystery Horse etc.	Western	Very enthusiastic



Since the chief purpose of the leisure reading program is to provide present enjoyment and to create the reading habit, the overuse of stultifying means of checking the reading done should be avoided. Book reviews, essential in their place, should not be required after the reading of every book. If the reading program is carried through as recommended above, the teacher should need no artificial checks. A discussion with the pupil about the book he has read should be sufficient. A group of pupils who have read the same book might discuss it together with the teacher present. Another approach is to have pupils read books about a central theme such as exploration of the Arctic regions of Canada, and then have a class discussion in which pupils pool ideas gained from reading many books related to the theme. This permits pupils of varying capacities to make a contribution to the group. The more indirect and yet educative the teacher's means of guiding the reading program, the more effective it is likely to be.

Several formulæ have been developed to assist teachers in estimating the grade placement of reading material. The interested teacher should refer to the following bibliography for guidance in the use of these formulæ.

1. Lorge, Irving. "Readability Formulæ — An Evaluation." *Elementary English*, 26:86-95, February, 1949.

2. Vogel, Mabel and Washburne, Carleton. "An Objective Method of Determining Grade Placement of Children's Reading Material." *The Elementary School Journal*, 28:373-381, January, 1928.

3. Lewrenz, Alfred S. "Measurement of the Difficulty of Reading Materials." *Educational Research Bulletin Los Angeles Public Schools*, 8:11-16, March, 1929.

4. Lorge, Irving. "Predicting Reading Difficulty of Selections for Children." *Elementary English Review*, 16:229-233, October, 1939.

5. Dale, Edgar and Chall, Jeanne S. "A Formula for Predicting Readability." *Educational Research Bulletin*, 27:11-20, January 21, 1948, and "A Formula for Predicting Readability: Instructions." *Education Research Bulletin*, 27:27-54, February 17, 1948.

6. Washburne, Carleton and Morphett, Mabel Vogel. "Grade Placement of Children's Books." *The Elementary English Review*, 38:355-364, January, 1938.

7. Lorge, Irving. "The Lorge and Flesch Readability Formulæ: A Correction." *School and Society*, 67:141-142, February 21, 1948.

8. Flesch, Rudolf. "A New Readability Yardstick." *Journal of Applied Psychology*, 32:221-233, June, 1948.

An illustration of the application of one of these formulæ, that of Washburne and Morphett, is presented here to show its application to a particular book.

This formula considers three elements: the number of different words, the difficulty of the words, and the complexity of the sentence structure. One thousand words and seventy-five sentences of the reading material are chosen by systematic sampling. The number of different words in the first sample is multiplied by .00255 (a). Next the number of the sampled words lying outside the first 1500 words in the Thorndike Word List is obtained and multiplied by .0458 (b). The figures obtained in (a) and (b) above, together with a constant, 1.294, are added. From this sum is deducted a figure obtained by multiplying by .0307 the number of simple sentences in the sampled seventy-five. The result gives the grade of reading competence necessary for satisfactory reading of the material. Applied to *Tom Sawyer*, the following results are obtained:

Number of different words in 1000	=373×.00255=0.951
Plus the number of different uncommon words in the first 1000	=117× .0458=5.359
Plus a constant	=1.294
	----
	7.604
Minus the number of simple sentences in 75	= 17× .0307= .553
	----
	7.051

From this one can say with some degree of assurance that the book can be read by a pupil with a reading ability of grade 7.1. In other words, the book is suitable for pupils with seventh-grade reading ability or higher. This formula does not attempt to evaluate the interest level of the material.

## DATE DUE SLIP

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